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The Editors Say . .

To persons in school, January means a sort of second start in a New Year which actually commenced in September. But new starts are desirable at any time and most of us could do with more of them.

We start our 124th Volume with this January issue. The Journal is now in its 66th year of continuous service to American education.

This particular issue seems to us, as we fit it together, to contain a wide variety of important material.

The active educational mind generates its own cross-currents between, let us say, a Perkins essay on visiting a class and one's own experiences in the same connection.

We like as many of our articles as possible to be vertical rather than horizontal—to cut through many levels, and we are fortunate in being able to present much material of that kind—so that, from whatever angle you strike into it, you find an idea meant for you.

Why do any of us believe in education, anyway? Or, if we only half believe in it, what is missing in our thinking? Be sure to read Professor Schoolcraft's article—"What Kind of World Is This?"—which leads this issue. It may have more to do with your future attitude toward your profession than you could imagine from just peering at the title.

You won't wish to overlook Dr. Ruth Strang's answer to the question, "Do Girls Need Guidance?" You may or may not agree with her conclusion. You will at least be glad she called your attention to certain aspects of a girl's life in high school.

We hope you will find every half hour you spend with THE JOURNAL OF EDUCATION in 1941 fully rewarding. To that end we dedicate all our efforts.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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EDITORIALS:

World at Lessons

Must War Follow War?

Dead as the notion now seems to be that any one war will serve to prevent all future wars, there is nevertheless a glimmering hope in the hearts of many persons that human relations may somehow emerge in better shape from the present costly experience. Perhaps the growing perception of war's folly and futility will impel statesmen to remove irritants and reduce armaments. Plans to these ends are being pondered and formulated, we are told.

Whatever hope there is of removing the threat of future wars certainly does not rest for its fulfillment upon an axis victory; for that would mean perpetual struggles of the enslaved portions of mankind to shake off oppression.

The enemies of Hitlerism must be helped to win. And when they have done this, all the wisdom their leaders possess and probably a great deal more will be needed to remove the likelihood of further military outbreaks.

Educate and Train

The nation's defense program calls for rapid increase in the number of skilled workers. Men are needed to make tools and machines and for a multitude of other tasks of a specialized nature. Suddenly a new value is set upon hand trades. Millions of youths must now be given technical or vocational preparation. Millions of adults, likewise, are in line for whatever emergency courses can be provided to make them over into skilled artisans. The occasion calls for a quick and patriotic response from school authorities and local communities.

Vocational courses have been wedging their way into the public schools, with fostering grants from the Federal government, for a decade or more. There has been a sort of rivalry between manual training and the more bookish kind; between practical arts and liberal ones. Yet social prejudice has somehow been brought to bear against the acquiring of hand skills.

The idea of education has so long been associated with preparation for white collar jobs that young people and their parents have had difficulty associating it with overall jobs.

With fresh emphasis upon manual skills now demanded for reasons of defense, we may expect a curricular distribution of students more in keeping with the opportunities of employment.

What is urgently needed, however, from the standpoint of equipping each individual with his or her best possible education is a merged program of cultural education and technical training. Both business and industry have recently shown themselves quite inhospitable to those coming to them with general education only. A general education is still good and always will be, but the first hurdle is to get a job and that, in these times, calls for a degree of expertness in some type of task.

Worker-Capitalists

All of us are aware of the widespread ownership of corporations in this country; companies like American Telephone and United States Steel and a thousand others. We are familiar, also, with stock-ownership by employees of many concerns. Now comes a new one.

Employees of the Webster Shoe Corporation of Webster, Mass., have just completed purchase of the $70,000 factory occupied by the company. The company thus pays rent to 900 of its employees who are organized as the Webster Shoe Workers' Independent Union.

Any attempt to discover a proletariat of American workers leads to the truth that multitudes of workers are also capitalists.

Only the unemployed have a justifiable kick against our industrial set-up.

Footnote to Individualism

A teacher living at a distance from her native State, subscribes to the home town weekly and reads it faithfully. At times she notes the death of some queer soul whom she remembers as a "town character." There was Old Arthur with the long beard and quick nervous step, who could add columns of figures like lightning but had no head for anything else. There was Maggie the hairdresser whose original theories of life and conduct were richly illustrated from neighborhood examples. There was Peter the gardener, whose keen, sarcastic remarks in town meeting were quoted for weeks afterward. One by one these outstanding individuals die off.

That there will never be any persons to take their places, is the sad reflection of the teacher.

Of course any individual who is not poured in a common mould is unlikely to be duplicated. However, as one generation of town characters dies off, another and a different set naturally comes along. Or does it?

Perhaps social welfare agencies, security benefits, State and Federal relief of various kinds are removing some of the attrition that makes persons queer.

What Advertising Does

Persons who argue that advertising makes things more expensive to the consumer labor under a strange delusion. Advertising creates mass markets, and mass markets permit mass production with consequent lowering of costs, and prices. Here in the United States we owe much of our high standard of living to courageous advertising. Every dollar we spend goes further because the articles we buy are made or processed in vast quantities—and brought to the attention of every one by advertising.

The danger that lurks in advertising is not that of higher costs. It is the danger of undue influence upon our ways of thinking. Advertisers show us pictures of beautiful women smoking cigarettes and we gradually fall in with the idea that women who do not smoke are back numbers. We read about the disgrace of baldness or gray hair until girls decline dates with worthy youths whose hair recedes at the temples and employers refuse jobs to men of experience and ability whose hair gives hint of winter.

The spell of advertising casts itself upon many areas of our thinking. We need to take some of its pronouncements and subtleties with a grain of salt.

Sleuthing the Textbooks

Organizations like the American Legion and the National Association of Manufacturers have suddenly taken an interest in the textbooks used in American schools. They are eyeing these books suspiciously to see if they contain subversive ideas. However, the net discoveries to date have not been alarming.

Nearly all the textbook makers in this country adhere to a splendid tradition of upholding the American Flag and appreciating the American way of life. Textbooks and teachers together deserve credit for most of the intelligent and patriotic citizenship existing in the United States today. But the public must never be grateful or appreciative. Having steamrollered the teachers into a patriotic pattern with the Teachers' Oath laws, the exponents of 100% Americanism now undertake to do a job on the textbooks.

The matter of textbooks in our schools does need attention and some public spirited organization could find a decidedly worthwhile job if it would look into the question of whether pupils and teachers are being denied adequate supplies of these essential tools. Examination of school expenditures of typical American cities for the past dozen years would show that a startling reduction took place in the sums spent for textbooks around 1932, and that the savings undertaken at that time for emergency reasons have continued ever since—with cumulative damage to the schools from tattered, unhygienic and out-of-date books, often too few to go around.

Ninety-nine out of a hundred textbooks are as safe as the most ardent patriot could ask them to be. The serious trouble is that many schools haven't enough of them.

"All Aid Short of War"

It is perfectly true, as the President noted in his radio address on December 29, that any course of action we may take as a nation is attended with risk. And our government expresses the will of the vast majority when it chooses to aid Great Britain, Greece and China in their war against aggression, and to aid them without stint. Few voices are heard in opposition. For a Democratic country we are presenting a remarkably united front.

It is to be hoped, however, that in our eagerness to help the defenders of democracy, we shall not commit acts so ill-advised as to plunge us needlessly into war. Seizing, and turning over to the British, German merchant vessels voluntarily interned in our ports would appear to go beyond the boundary line of non-belligerency. Lending units of our navy to convoy British freighters to Irish or any other ports would be another example.

Necessary risks there are, and we are committed to take them. They are safer than the risk of what would happen to us politically, economically and in our private lives, were the Nazis to annihilate England, destroy the British Empire, and capture British ramparts and the British fleet.

We may well pray that our leaders will be wise enough to take no risks which are unnecessary or indiscreet.

Within whatever limits official Washington may decide to confine our action, both government and people should act with utmost energy and speed. England and Germany are said to be throwing half their manpower into war work, while we in America are devoting only a sixteenth part of ours to defense preparation. That is not enough.

At the same time—as Mr. Hoover has reminded us—we need to maintain production in non-defense lines at high levels if commodity shortages and high prices are to be avoided.

As a people we must—we can—we will—take off our coats and go to work. And when we do, no people on earth can do a quicker, a bigger or a better job.

What Kind of World Is This?

A. A. SCHOOLCRAFT
Professor of Secondary Education
West Virginia Wesleyan College
Buckhannon

Not momentarily and superficially, but in the long run — what determines the development of mankind?

WE ARE living in an alarming, astonishing, appalling world. What we had thought impossible happens again and again. The defeated, disarmed, distressed Germany of the early 1930's has in a few years, created a monstrous military machine, and has in a few months, and with sinister success, systematically subjugated all of central Europe. The combined axis powers now menace the entire world. France has turned totalitarian. England is "between the devil (Hitler) and the deep blue sea." And we, trembling with terror, are registering millions of men, and expending billions of dollars in an unprecedented program of preparation for God knows what.

▼

We have just begun to face the fact that ours is a world in which a Maginot Line may prove as flimsy as a brush fence, a world in which the English Channel may afford England less security than a 30-foot ditch afforded the medieval castle, and a world in which surrounding seas may no longer spell security for ourselves. Ours is a world in which teeming millions in the most civilized of lands rush by day and night alike into holes in the earth in order to escape destruction, a world in which propaganda is in every paper, and traitors in every town, a world of lust and lies and lunacy, a world of greed and guns and gore, a world of bombs and blockades and brutality,—in short, a devil's dream come true.

Let us now give our question a more philosophical turn. Is our world in the long run becoming worse, or better, or neither,—and why? In these axiological and etiological senses, what kind of world is this? We shall attempt to set forth three typical answers, and to indicate some of their implications for education.

The first answer, offered by the deteriorists, runs "This is a world that is growing worse." That this thesis is not new is proved by the Code of Hammurabi, formulated by the greatest of the kings of Babylon about 1940 B.C., which refers in familiar fashion to "the good old days." But, despite its antiquity, this world view, accentuated by adversities in general and by World War No. 2 in particular, is widely prevalent.

▼

When we ask deteriorists, "Why is the world growing worse?", we receive two types of reply: One in terms of human causation, the other in terms of superhuman causation. The first of these is exemplified by Rousseau, whose thesis was, "God makes all things good; man meddles with them and they become evil." This is naive naturalism, which erroneously equates the natural with the normative, the primitive with the perfect. Accordingly, civilization, the result of man's meddling, the perversion of the pristine, is considered a curse. Man's sole hope lies in a return to primitivism, from which education in the usual sense of the term would be excluded. This is clear from Rousseau's prayer: "Almighty God! . . . Deliver us from the fatal arts and sciences . . .; give us back ignorance."

An effective refutation of Rousseau's naive naturalism is to be found in anthropology and history. "World-history," says Oswald Spengler, "is the world court." The fact that man has universally sought to escape from primitive ways may be a substantial point against their alleged superiority. Primitive life is not perfect. It is exactly and extremely the opposite. Only the ignorant idealize the past. Judged by any valid standard, civilization is preferable to savagery, science to superstition, and driving machines to driving human slaves. "It is history," declares A. G. Keller, "that teaches us to hope."

▼

Other deteriorists, when asked why the world is growing worse, point to some superhuman causation, sometimes called Fate or Destiny. Such deteriorism is often a phase of a cyclic world view, that history is an inevitable alternation of periods of development and decay. As the writer of Ecclesiastes puts it, "there is a time to build, and a time to break down, a time to get, and a time to lose. That which hath been is now, and that which is to be hath already been." Oswald Spengler's, *The Decline of the West* is a recent application of this theory to western civilization, which Spengler thinks has already entered upon the phase of deterioration.

History affords examples. In human affairs summers of prosperity and progress are only prefaces and preludes to winters of decadence, devastation, and death. Over the glories of Babylon and Egypt desert sands have drifted for thousands of years. The high noon of classical civilization attained by Greece and Rome was swiftly followed by the midnight of the Dark Ages. And now our own modern, scientific, technological, Christian civilization is in process of disin-

tegration. Our doom is as sinister as it is certain. We must take our place in the catacombs of nations, and be as Babylon, Egypt, Greece, and Rome—ruins and tombs. Any attempt to avert this doom would be as pathetic and futile as for Europe's famine-haunted multitudes to seek to escape starvation by planting crops in November. The whole universe would be against them. Such a philosophy obviously leaves no significant role for education.

To all this fatalism and pessimism and atheism our reply again is history, properly construed. The causes of decay of nations and empires are human, and altogether preventable. Furthermore, history never repeats itself. Mankind never returns completely to an earlier level. Always, in the long run, above the ruins of some low-vaulted past man builds new temples, nobler than the last.

▼

A second answer to our question, offered by a group we may call the status-quo-ists, runs, "This is a world that doesn't change." The ongoing of human history is just more of the same thing. The writer of Ecclesiastes declared, "There is no new thing under the sun." Marcus Aurelius wrote, "It is all the same whether we witness human life for forty years or ten thousand." Arthur Schopenhauer stated it thus: "He who lives to see two generations is like a man who sits some time in the conjurer's booth at a fair, and witnesses the performances twice or thrice in succession." A twentieth century status-quo-ist would mention staying to see the movie a second time. The story of mankind is just the same thing over again—nothing new, nothing different, nothing worse, nothing better.

All human roles are played again and again. Only the stage settings and the actors change. Examples abound. In the days of Ezra the Jews drove out the Gentiles. In Hitler's day the Germans drive out the Jews. Both purges were characterized by unrelenting hate and indescribable injustice,—two of a kind, just more of the same thing. On the stage of history warlord succeeds warlord; Sennacherib, Alexander, Caesar, Napoleon, Hitler,—one as bad as the other, and each as bad as the devil. The mills of the gods grind and regrind the same grist. If this be true, education can do nothing more than aid, and that perhaps superflously, in perpetuating the *status quo.*

▼

A few historical contrasts afford adequate refutation of status-quo-ism. Any intelligent person must consider Stukas and Spitfires different from Goliath's spear and David's singleshot, and modern monogamy different from Solomon's harem. Any intelligent person must consider the public sense of propriety in the case of Edward VIII and "Wally" different from that in the case of Henry VIII and Anne Boleyn. Any intelligent person must consider Mayos different from medicine men, diesels from donkeys, macadam from mud, and airmail from pony express. Any intelligent person must consider radios different from wandering minstrels, symphonies from tom-toms, libraries from clay tablets or rare parchments, and modern churches from the bloody altars of the ancient Hebrews and the licentious temples of the Greeks. There is nothing in the ancient world to compare with democracy, public schools, Red Cross, etc. The simple truth is that the world is full of new things, and, except as they are misused, better things.

▼

A third answer to our question, offered by the meliorists, is, "This is a world that is growing better." Enough has been said already to indicate that this is true on the whole and in the long run. Retardations and reversals have been frequent and serious, but, as W. C. Bagley says, "It is unquestionable that progress has been made."

When we ask meliorists, "Why is the world growing better?" they, like the deteriorists, propose two types of answer: one in terms of natural laws, the other in terms of human intelligence and effort. An exponent of the first point of view is Herbert Spencer, England's sage in the Victorian era. Spencer believed that the Darwinian principle of natural selection guaranteed unlimited improvement of the human race. He wrote: "Progress is not an accident, but a necessity. . . . As surely as a tree becomes bulky when it stands alone, and slender if one of a group; . . . so surely must the things we call evil and immortality disappear; so surely must man become perfect." Man could not prevent this improvement if he tried. Apparently, he need not toil to bring it about. This seems to render education quite superfluous.

Spencer's evolutionistic, fatalistic version of meliorism is open to several devastating criticisms. We mention only one. Science has emancipated man from so many natural laws, and has made so many natural forces his servants that he has become the designer of his own destiny. Two examples are birth control, which at present operates chiefly to prevent the arrival of the fit, and modern warfare which selects for slaughter those fittest to survive. Both are instances of unnatural selection operating to debase mankind.

Other meliorists, when asked why the world is growing better on the whole and in the long run, answer in terms of intelligent, sustained, concerted human effort. This is the kind of world in which we must work out our own salvation. This world view, which we may designate voluntaristic meliorism, is the only world view congenial to education, is the only world view an educator can accept if he is to believe in the genuine worthwhileness of his work.

According to the voluntaristic meliorist, this is the kind of world that is unfinished, plastic; the kind

of world of which man may make what he will. Just now evil men are making of much of it a smouldering ruin, a hell of hatred, a savage slaughterhouse, a gruesome graveyard. With the same effort, but with a different spirit, we could soon make of it a peaceful, prosperous paradise.

Paving the Way for Algebra

DAN O. ROOT
Principal, Crystal School
Suisun, California

MOST students who enter the high school take as one of their subjects there elementary algebra, and all students who enter the high school should be prepared to take this subject without being handicapped. It is my firm conviction that this preparation can be given during the final weeks of the eighth year in the 8-4 system of grade grouping, and that by so doing the eighth grade instructor will perform a major service to his elementary school graduates that will materially smooth their way in their high school courses, and head them firmly toward success after they have left the grammar school.

There are only a few vital concepts to be taught, and all eighth grade teachers can teach them to all eighth grade students, with or without a textbook during the last few weeks of the eighth year, and impress them sufficiently by adequate drill that the students will retain them.

The first thing is to destroy the highly developed fear complex that most students have of algebra. Impress upon them the simplicity of all mathematical computation. Show them that algebra is neither mysterious nor out of the ordinary, and is direct in its application. Avoid any indication of the profound in its presentation.

Then emphasize the fact that all algebraic symbols (a,b,c,x,y,z,etc.) have coefficients, exponents, and denominators, whether they are indicated or not, and explain the difference between these terms. The fact that sometimes they are not indicated may be driven home to them by explaining that mathematicians always do things the shortest, easiest, simplest, and most direct way. Of course, if a coefficient, exponent, or denominator is not indicated, it is 1. And it is much easier and simpler to write "x" than it is to write $\frac{1x^1}{1}$ But all of those *ones* must be visualized, recognized, thought of, and dealt with every time the "x" is run across. This one thing alone will simplify the thinking of the student, and put his feet firmly on the ground, and properly headed toward prosperity in algebra.

The next step to take up is negative numbers, and it is easier for both the student and the instructor to take up negative numbers from the standpoint of multiplication and division first, rather than from the standpoint of addition and subtraction. Again stressing simplicity, bring out that in multiplying or dividing monomials an uneven number of minus signs makes the answer negative, and an even number of minus signs makes the answer positive, no matter when or where they occur in the same multiplication and/or division process. Also stress that when only two monomials are involved in the multiplication or division process, like signs give a positive result, and unlike signs give a negative result. It will take considerable drill for this concept to "take", but it will be well-worth the time spent.

When the multiplication and division idea with respect to negative signs has been firmly established, the most difficult part of the negative sign proposition may be attempted. That is the addition and subtraction of negative quantities. Algebraic summation will begin to dawn on the student only after it has been completely divorced from multiplication, and drill alone will drive the concept home. Getting the student to visualize the process of putting things of relative value together and coming out with the algebraic summation is necessary, and may be aided with examples of distances, indebtedness, temperatures, and the like.

The final step is to get the students to differentiate between exponents and coefficients. Take the time to make the differentiation and explain thoroughly what each is, and what each signifies, and how each is treated in mathematical use. Bring out that they are in no way related, that they have nothing in common, and that they are not treated in any way alike. They are absolutely different in all respects.

If these concepts are inculcated in our students before they reach the high school—and they should be—much of the confusion that beginning algebra students experience will be eliminated, and one of the major difficulties that retard the natural academic growth of high school freshmen will have been minimized.

A Co-operative Professional Library

By NATT B. BURBANK
Superintendent of Schools
Concord, New Hampshire

IN-SERVICE training is one of the most difficult problems facing the administrator whose work lies in rural and semi-rural areas. The lack of library facilities with which to implement such a program presents a seemingly insurmountable obstacle to effective professional enrichment. This difficulty can, however, be overcome by cooperation between teachers and supervisory staff.

The district with which this article is concerned consisted of two townships, one entirely rural and the other centering around a community of about 4,000 people. A fine local library, with a most cooperative staff, met the general needs of the area to a very satisfactory degree. It also purchased some professional books for the teachers but naturally could not be expected to spend any substantial portion of its funds to satisfy the demands of such a small segment of the total population.

The State Library was 100 miles away and the State University Library even more distant. These institutions offered a good selection of the best in educational reference materials; any teacher could make application by mail for any available text. Yet demand was so great that it was practically impossible to get any recent book without waiting several months. The result was that professional reading was confined to those few teachers whose salaries were large enough to allow the purchase of a limited number of books.

It was suggested to the elementary teaching staff that by means of cooperative effort and a very small expenditure of money this need could be satisfied. A cooperative library plan was evolved whereby each teacher would contribute to the general pool from which she could in turn draw, under certain minor restrictions. The members of the staff were given an opportunity to assist in the development of the idea and a number of excellent suggestions were utilized. Even after it had been in operation some time improvements were made as a result of continued thought of the teachers on the problem.

At the start only the elementary field was attacked. The reason for this decision was that there seemed to be more common interests there. It was felt that, while some fundamental problems underlie the whole pre-college period, it would be better to begin with a small and somewhat homogeneous group.

Each teacher purchased a professional text and loaned it to the cooperative library. Participation was optional but all members of the staff joined. The selection was supervised by the superintendent so that the distribution over the various phases of education would be as wide as possible. Ownership of the books remained with those who bought them. It was understood that they could be withdrawn whenever the owner so desired. This established a professional library containing as many volumes as there were teachers in the district.

Each teacher was to purchase a book once in three years. The whole staff was divided into three parts, alphabetically, so that after the first year one-third of the personnel would buy titles each fall.

Any participating teacher was allowed to withdraw a book for a loan period of not more than two months. It was felt that any shorter time would work a hardship on the members since the pressure of daily work often prevented them from spending much time in reading. If at the end of the two months no other teacher had requested to have the book reserved it could be kept until someone asked for it. It was decided that at first, until the library became larger, only one book could be borrowed by any person at one time.

Several shelves were set aside in the central office for the library so that it would be easily accessible to teachers as they came in to attend to administrative matters. The secretary to the superintendant acted as a librarian so that it was possible to get a book at any time.

After the plan had been in operation a year a committee was appointed to study it for the possibility of improvement. The only major change suggested was that instead of requiring members to buy books every three years an annual membership fee be charged. Thus would be avoided the loss of texts when teachers left the district. The library would increase faster and would give more complete coverage of the elementary field.

This revision was accepted and put into operation at once. The superintendent felt that the choice of titles should be placed in the hands of a committee of teachers so this provision was added. It was decided that an annual assessment of not over one dollar should be laid upon each participating teacher and that the funds thereby raised should be expended for expansion of the library. It naturally followed that the books were then the property of the cooperative group rather than of the individual teachers.

This small fee has made possible a substantial addition to the libra-

ry each year. The best and latest texts can be made immediately available to a staff which would otherwise be unable to secure them without great effort and inconvenience. The teachers are reading much more than they have hitherto done. Many teachers request permission to take two or three books home during the summer, if they are not going to summer school.

While no provision was made for other types of professional reading material, in addition to text books, there is no reason why they could not be secured by the same method. A portion of the annual contribution made by the members could be budgeted for subscriptions to professional journals, research bulletins, and other similar sources of information. The problem of physical deterioration through constant use would be greater than in the case of bound volumes but the periodicals would be very likely to last as long as they were needed.

For this type of district, where specialized library facilities are not available and where any sizable expenditure of public school funds for this purpose is impossible, this cooperative library plan offers a solution for one of the problems involved in training teachers while they are in service.

What Tests for Rural Schools?

ROLAND L. BECK
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THE teacher's testing of pupils in rural schools requires, and of necessity will continue to demand, the use of the subjective or traditional examination. The conception that many rural teachers have formed from tests and measurements courses in college is that all tests should be objective, and that the subjective test as a measuring device has outgrown its usefulness in the classroom. Such an impression is not only false, but it has caused many rural teachers to feel that the grade on a traditional examination is no better than a guess. An objective test which has not been standardized is a less valid measuring instrument for a class of one, two, or three pupils than a subjective test which will give the teacher a chance to evaluate the pupil's ability to express his own ideas.

Furthermore, the rural teacher cannot hope to type objective examinations for all of his classes, even if he can type and has a typewriter. Few rural schools have a mimeograph with which to duplicate tests. Even then, a mimeograph in many rural schools would be as useless as the typewriter with a blind keyboard in this writer's office without someone other than the writer to use it. However, any amount of equipment and a teacher who can use the typewriter and the mimeograph do not permit the use of "teacher-made" objective tests in rural schools. The rural teacher does not have time to construct good objective tests for all of his classes, because he is busy all day, and he must do all or most of his grading after school or at night. Then too, a poorly constructed objective test is of much less value than a good subjective test.

Since the tests or written assignments of rural teachers will be largely subjective, the next question of interest has to do with the frequency of such tests or assignments. Tests or written assignments need not be given more frequently than once a week and should not be given less frequently than once a month. The number of subjective tests per month that a teacher can give will depend on the number of pupils in the school. If the teacher spends too much of his time in checking papers he cannot spend enough time in preparation of his lessons or in reading professional literature.

If tests or written assignments are short, the teacher can give frequent tests for which subjective grades can be recorded in his grade book. All written material collected should be read, graded, and returned to the pupils. If long written themes or tests are given, there is a temptation for the teacher to fail to grade and return them to the pupils. Test papers which are not returned to pupils usually are delegated to the waste basket. In such cases, neither the pupil nor the teacher profits very much from the written assignment.

Since the teacher's testing of pupils is subjective, printed or standardized tests should be used to help the teacher to evaluate his work. Then what kind of standardized test should teachers of rural schools use? There are three types of achievement tests, —namely, (1) Survey, (2) Diagnostic, and (3) Practice.

Rural teachers should use a test which will not only give norms for comparisons with state norms but a test that will provide practice exercises after a diagnosis of the student's errors has been discovered.

Every rural teacher should take the "state-accrediting" tests and, at least, make the honor roll in the time allowed before he is content

with his own knowledge of the subject matter which he is supposed to teach.

A test which has been standardized on a nation-wide basis will serve the same purpose as one which is based on state adopted texts. Both state and national standardized tests may be given when funds will permit. In subjects for which the state adopted text-books fail to have adequate content, the nation-wide tests can be used to evaluate the supplementary content presented by the teacher.

Aptitude tests should be used in high school or college, but they are not of great value in elementary school. The fundamental function of the elementary school is to provide the pupils with the necessary knowledge and skills in all fields of endeavor. Therefore, the aptitude test should not be used in rural elementary school.

Rural teachers will do well to omit the use of mental tests in any form. A good teacher has a fairly reliable idea of the relative ability of each pupil in his classes anyway. The standardized achievement test will give about the same range of ability as the "so-called" intelligence tests, and there is less danger of false interpretations as to the significance. A mental test is a general achievement test, or, at least, the questions on a mental test are based on general information. Then, for a number of reasons the rural teacher should not try to do any mental testing of pupils.

A pupil who makes "A", or the ninety-four percentile or above on a state-wide standardized test, is capable. He needs only to be encouraged and to be given a chance to learn. Too much attention has been given to exceptional students and not enough effort has been made to teach them the routine subject matter of the grade or course.

The pupil who fails to surpass the six percentile and who rates the lowest grade, which may be called "F" on a standardized test, is perhaps slow to learn or he may have lacked a fair chance to learn what he is capable of learning. The rural teacher should be more concerned about the chances that the school provides for the slow pupil to learn the fundamental things of life, than with his rating on an intelligence test.

Mental tests are of value and should be given to all children in city schools which can provide a test bureau for the testing and guidance of pupils. However, rural schools can profit more by confining their efforts to the subjective tests of the teacher, a state-wide standardized test, and the "state-accrediting" test.

Our Share in Pupil Failures

The conscientious teacher does not carelessly "pass the buck" when pupils do not make the grade.

CHARLES EDGAR FINCH

ARE undesirable responses in so many of our young people quite often the result of our own unwise procedure; and if so, what can be done about it?

Dr. Meta L. Anderson in one of her discussions on the failure of teachers to read distress signals makes the following statement, "The failure of the pupil in school is really the failure of the system." Not all teachers agree with this for there is good evidence that some instructors count the failures in their classes just another evidence of their own high standards. For the other side of the picture of failure and success listen to Dr. Anna D. Inskeep who says, "A mind filled with the spirit of success is not a stagnant pool breeding noxious thoughts."

A bell rings and a class of giggling girls in their second year at high school are released from a stormy session, with the mathematics teacher who firmly believes that all they are able to think and talk about is parties and a good time. They pass on to an hour with the English teacher who has been much disturbed but not discouraged with these same girls. She is sure that, if she could only find the right method of approach, she could get them interested in something that was worthwhile.

It was just about the time that Thomas Edison passed on and the papers and magazines were full of interesting tributes to the great American inventor. But this teacher who had planned the day's lesson with special care did not begin by asking the girls to read any of these comments. Instead she asked one of the instructors in the science department to come in and tell the class something about the wonders of electricity and its service to mankind. The talk was enlivened by well selected demonstrations of various phases of light and heat. The pupils were intensely interested for here was something that helped them understand and appreciate some of the gifts of science and invention that they had always taken for granted. As the instructor gathered up his laboratory material and departed, the teacher said, "How would you girls like to write just a brief tribute to Edison about whom we have all been reading so much lately? You may express your word of appreciation in any form you choose."

The room was silent save for the scratching of pens as each girl tried to express thoughts and emotions that had been stimulated in

such an unusual way. Here are two of the results that found their way to the writer's desk.

Our life was dark
Long, long ago;
But now it's light.
He made it so.
"Edison."

'Tis finished, Edison, the day is done.
Dark night has hid life's glowing sun.
Your pains, your cares, your troubles cease
Then sleep, brave one, in silent peace.

In our struggle to teach a multitude of facts have we become encyclopedic distributors of truth placing the quantitative knowledge obtained above the qualitative growth of the individual? In the rush of classroom demands, is it possible that we have become quite satisfied when we find that pupils who are not doing well in their school work stood low in some mental test or are average for the group, and so we have failed to make the necessary effort to adapt materials and methods or to provide adequate opportunities? Can it be true that we teachers often prevent even the slow progress that many individuals in our classes might make by giving them work beyond their capacity and uniting with their parents in an effort to drive them on to accomplishments well beyond their mental abilities, thus leaving them unhappy and discontented?

It was my privilege to join a discussion group in one of our colleges where special attention is given to student participation. *High School Teachers and Their Teaching* was the subject of the conference. Most of the participants expected to enter the teaching profession when they graduated. As they looked back upon their high school days, here are are some of the thought-provoking statements that were made:

"A teacher enters high school with high hopes, then she gets 'ired and falls into a formal way of teaching just like the others."

"Preparing for examinations makes teachers teach all the book and so hurry over the subject."

"Textbooks not adapted to the needs of high school pupils are used and much time is wasted on nonessentials."

"Politics keeps teachers from being intellectually honest and teaching social studies as they should."

"Civics is neither related to the community nor to the life of the student, but is just something to be examined upon."

No, these are not the statements of pupils who had a grudge against some teacher. On the contrary they are the expressions that fell from the lips of young men and young women who were looking forward to teaching as a life work. They were facing actual conditions courageously and hoping to do their part to better these conditions. They saw the good side as well for there was one young woman who was majoring in social science because she had had a teacher who was interested in this subject and taught it "in a different way from the others." They were sure that the personality of the high school teacher meant a great deal to the students who came under her influence. They even saw possibilities in the Latin teacher who emphasized vocabulary building rather than stressing preparation for an examination. Finally they raised the question whether it was possible for a teacher to stress life values and still prepare pupils to "pass the examination," admitting that it was the life values that would have been of greater service to them.

After all isn't Dr. Lyman right when he maintains that the vital test of teaching is not what the pupil knows about subject matter, but what he can do with it in a given situation. Then he adds, "No one grows by being made painfully aware of repeated failures."

Isn't it possible that there need be no failure groups if all pupils are given an opportunity to engage in work adapted to their aptitudes and abilities? Then purposeful activity takes the place of dreaming, and confidence supplants the failure complex. Once assured that they can succeed, boys and girls will forget their sense of inferiority and become happy, trustworthy, capable pupils. A very definite forward step will be taken by teachers when the less fortunate individuals in their classes are helped to discover that there is really a place for them in a world that they had come to feel was completely hostile. Teachers who would realize this ideal must have abiding faith in the possibilities of such pupils, must study each case until the origin and causes of the difficulties have been ascertained, and must have infinite patience to wait for results. With it all they must remember that neither diagnostic skill nor superior teaching can do as much for each student as his own will, *hopefully* aroused.

WINSHIPISMS

No greater tribute can be paid to a teacher than to say that she is "inspiring."

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The schools train primarily for American citizenship.

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Everybody glories in better streets, better sidewalks, better hotels, better street cars, better railroads. Nothing is so good in any public service that the public does not want it better. But when it comes to public education there is complaint of everything done to improve it.

A. E. WINSHIP.

The Mind of the High School Cadet

MILTON KING OSBORNE
Recruit Reception Center
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A young army man views the psychological effects of military training in high schools.

THE matter of compulsory military training for young men of high school age has been widely disputed, pro and con. It is difficult to arrive at a satisfactory solution to such a matter because of the fact that opinions held by various intellects are based upon different motives. That being the case, it would seem as though a psychological investigation upon a purely impersonal scale might well provide the closest approach to truth in the matter.

Regardless of personal viewpoint, we know that secondary education includes young men between the ages of fourteen and eighteen years. That is the mean average. Obviously, these young men are in school for the purpose of accumulating a fund of knowledge which will best prepare them for what is to follow. It is a highly formative period in a young man's life for two irrefutable reasons. First, it proves to be the termination of educational tendencies in the majority of cases and the ideas absorbed during this period are the foundation of individual development. Second, these ideas are absorbed at a time when the youth is experiencing the period of adolescence and, *ipso facto,* is more profoundly influenced, emotionally, than at any other period of equal duration in his existence. Therefore, it is highly important that he be given the benefit of ideas and training which are conducive to his greatest benefit as he progresses through life.

For the most part, when we think of attending school, we consider it in the light of a search for training which will stand us in good future stead, both to ourselves and to the community of which we are a part. If we entertain militaristic concepts, either through our own misapprehensions or through ulterior suggestion, it does not alter the fact that we are placing ourselves in line with totalitarian enterprises. Obviously an individual does not study military practices for individual benefit. There is no such thing as a one man army. A man under military training is merely an infinitesimal unit in a gigantic machine. It is difficult to conceive the true value of such a unit. Obviously the man is of little true value to himself as he is constantly at the beck and call of someone else. Therefore, if he indulges in such training, he has defeated any purpose of self-sufficiency, which is one of the outstanding professed values of education as such.

In relation to the psychological effect upon the youth of secondary school age, it is important that one consider what militaristic practice may lead to. Possibly the easiest manner of revealing such a consideration is by a simple illustration. If a man desires to raise a race horse out of a plow horse, or vice versa. If a man trains a horse for racing, he must do it diligently until such time as the horse is ready and then race him. If he fails to do this, the horse goes stale and is fit for nothing else. The same condition applies in the case of a human being. If a man is trained with the concentration that he must be in order to be properly trained, the time comes when it is practically essential for him to apply his skill. To imagine that the application of skill directed toward warfare is civilized, is distinctly paradoxical.

It is unnecessary to train youth for physical combat. If the necessity arises, it is possible to train men in a capable manner within a reasonable length of time. We are not going to call upon boys of high school age to do our fighting. If we place the idea of physical combat strongly enough in their minds, they are going to seek it. If that continues, there will always be war. We are faced with the possibility of a grave crisis at present, but that will not last forever. It would be a physical impossibility for it to last forever. That being true, it seems a waste of time and energy to prepare for something which could never happen. Meanwhile, it would seem wiser to instill thoughts of a constructive nature into the minds of our young men than thoughts of destruction.

The World War should have taught us a lesson. If it did not, that is unfortunate, but we need only to reason the matter out from a standpoint of logical deduction to realize that militaristic enterprise for youth is unnecessary. We have never called upon youths in that age group and there is little likelihood that we shall be forced to. If we are, it will not make much difference how much or how little training they have had as it will simply mean that civilization is about to destroy itself.

It is the desire and intention of every true American to make this country safe for democracy and posterity. However, let us not lose sight of the fact that we must in all faith plan for the possibility of posterity in relation to existence before we start planning their welfare. We cannot do this if we destroy our youth. If our youth is not to go to war then there is no need to train them for it.

Do Girls Need Guidance?

RUTH STRANG
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And, if so, what kinds? And from what sort of persons?

"ALL God's chillun" need guidance—among them, girls. One girl expressed her difficulties in three of the most common areas of adjustment as follows: "The financial problems of the family concern me; also my difficulties in certain subjects in my school work and a feeling of inferiority about myself and life in general."

Both girls and boys need information and guidance in making sensible choices. They need experiences through which they can dicsover for themselves their strengths and weaknesses, their interests and special abilities; they need to have contact with people who bring out the best that is in them and give them a sense of direction. This is guidance—a guidance far removed from pseudo and superficial guidance which consists of asking youngsters embarrassing questions, making a mechanical analysis of their personality, and handing out advice or prescriptions for problems.

Boys and girls have many common needs for guidance. They need help in attaining the best possible health, in budgeting their time more profitably, in reading and studying more effectively, in making and keeping friends, in meeting difficulties, in choosing a vocation, in making further educational plans, and in developing a philosophy that will be directive and motivating.

Adolescents want health for personal happiness and social service. Because popularity is associated with "pep" and vitality, they want to have the vigor that good health gives. They want an abundant life which is only attained by directing attention outside of oneself to a cause or a goal that is important enough to demand their devotion. The American Youth Commission recommended that youth be prepared for and enlisted in certain public health services which are sorely needed in some parts of the country—the draining of mosquito breeding areas, nursing service to needy rural communities, and better instruction and guidance for educationally underprivileged children. In a group discussion high school boys and girls insisted that they really wanted guidance in healthful living, especially in its preventive aspects.

Good health depends in part upon one's use of time. Most adolescents need guidance in the organization of time. They need time for contemplation and relaxation as well as for action. In personal conferences as well as in class periods they should gain a sense of the values of time and the importance of living most fully in the present. One girl, small and frail, was overanxious about her academic standing. Tears came to her eyes when she said wistfully that she wished she had time for other things beside study. She did not dare to take time for fear she would not maintain her record of 90 per cent or more in every subject. This youngster should have been spending her afternoons out in the sun with boys and girls of her age. Another girl, on the other hand, had prominent parts in two plays and responsibilities in several other clubs. As a result, she neglected her senior English, failed in the course, and was heartbroken because she could not graduate with the class. Obviously, in these and many other cases, guidance in the use of time is needed.

Consideration of the use of time leads directly to guidance in reading and study efficiency. Many youngsters go through high school into college and life reading word by word, rather than in thought units; using the same method of reading regardless of the purpose for which they are reading or the nature of the books; and failing to differentiate the important from the unimportant and what they should remember from what they might just as well forget.

One of the outcomes of school life is the friends made. High school seniors mention this as the best thing they have gained from school. The adult cannot serve as a "friend-maker," but he can provide an environment that is conducive to wholesome friendship. One of the best ways to help a freshman class get acquainted is to encourage them to give a party to the older "Big Sisters" who have entertained them. By working together on committees for the common purpose of making their party a success, they come to know one another and to appreciate one another.

Do girls, however, require special guidance in these or in other areas? The answer to this question depends in turn on another—Are high school boys different from high school girls in fundamental ways? The physical differences are obvious—earlier maturity and earlier acceleration of growth in the case of girls, and

boys' superiority in height and weight in the later high school years. Girls need guidance during the junior high school years when they are growing more rapidly than boys and reaching puberty at the end of their spurting growth and possibly also in school achievement.

It is in the realm of boy-girl relationship that the need for guidance of girls is most frequently recognized. Long before physiological maturity is attained, girls should become aware of their unique place in the world. As they approach puberty their relation to boys should become more clearly defined. Without unduly directing attention to sex, teachers, parents, nurses, physicians, and special guidance workers can help girls to view their approaching potentialities of motherhood as an opportunity not a limitation, as normal not pathological, and as a welcome sign of growing up and a special gift that they as women possess.

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In the seventh grade of one school the nurse, who has the personnel point of view and a friendly, constructive relationship with pupils, meets with the girls in one of their physical education periods. Beginning with a discussion of excuses from class on certain days of the month, the meaning of physiological maturity is considered. Fears are dispelled; the idea of abnormality or sickness is replaced by emphasis on normality and good health. As a result, girls come to the nurse later, happy in having attained physiological maturity and willing to engage in a modified physical education program one or two days every month.

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The right attitude toward sex is, of course, best acquired in a family where the parents are emotionally mature, love their children, and are glad of them. Lacking such a wholesome background, girls need special guidance in school or other educational agencies. Such guidance is not most effectively given by what Dr. Bigelow has called "an itinerant evangelist of sex education." To be sure, lectures of that kind answer some of the questions that are perplexing the girls, and may have in general a constructive emphasis. This was true of a woman physician, herself the mother of two daughters of high school age in the school system in which she was invited to speak. More often the special lecturer, unfamiliar with the youngsters and the situation, creates more problems than he solves. His remarks may fall wide of the mark, excite interest which may run away in undesirable directions, or increase anxiety through inadequate treatment. If the special lecturer is not the answer to the problem of sex education, who is? One particularly good procedure is that of individual conferences following the physical examination. These conferences are held by health education teachers who spend their time during the fall semester in work with individuals. During the spring semester the same health education teachers work with groups along lines indicated by their interviews. In this way sex information is imparted by a trained person who knows the youngsters as persons.

Some help may be obtained from motion pictures and books written for children.[2] The best of this material deals with the social and psychological as well as the physical and physiological aspects of sex. Best results have been obtained when information about sex has been given throughout the grades as questions arise rather than in a separate course offered during high school years. As good sex adjustment usually results from good general adjustment, sex problems obviously should not be treated in isolation.

Positive aspects of family life are taught to both boys and girls in the popular home-living classes. Such instruction, if skillfully given, should reduce sex conflicts in the next generation. There is no reason why boys and girls should not leave high school equipped to be far better parents than the present generation. As future mothers and as present members of families, girls need guidance in applying the newer knowledge of nutrition. Thousands of boys and girls are poorly fed. In many cases of malnutrition, the cause is not lack of money but ignorance of food values and lack of culinary skill on the part of the mother. There is no excuse today for girls leaving the public schools without knowing how to provide and prepare an adequate diet for a family. Numerous nutrition experiments can be reduced to the simplest terms of common foods which supply all the known dietary essentials — milk, eggs, whole-grain cereals and bread, green leafy vegetables, citrus fruits or tomatoes, and cod-liver oil or sunlight. There you have good nutrition in a nutshell—a definite goal toward which to work. In one rural county the realization of the need for these foods led to the establishment, under the direction of the university, of an agricultural experiment station where the boys learned to raise better vegetables and fruit, chickens, and cows. Thus the work of the school was carried to the point of actually functioning in the community.

Guidance in the superficialities of personality— grooming, manner, and manners—is needed by many girls. Realizing that these externals of appearance and behavior prevent them from making friends and getting jobs, girls want to know what is wrong with them. They also remind us that it is encouraging and helpful to them to know their good points as well as the characteristics they should try to modify. In segregated schools there is the difficulty which one youngster in a girls' school mentioned of being "told what to say and when to say it, but having no one to say it to."

Many other personal problems should be discussed by girls in school if there were some understanding person who had time to talk with individuals in privacy and confidence. One girl, who expressed appreciation of the help her dean of girls had given her on certain problems of family relationship, added, "If teachers would handle more of their own disciplinary problems, the dean would have more time for conferences on personal problems."

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Girls need special vocational guidance during these days of reorganization for the defense program. They need accurate information on shifts in employment of women that will result from the withdrawal of men into encampments. Equally important is an understanding of the special services which girls and women may render and ways and means for acquiring proficiency in home nursing, first aid, and other wartime and social welfare pursuits.

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Most of all, girls need to acquire a philosophy of life that will be both directive and motivating. It is a vigorous, challenging appeal that they want—a sense of destiny, a realization of their important contribution to a democracy. They should realize that life is "neither a pleasure nor a calamity. It is a grave affair with which we are charged and which we must conduct and terminate with honour."[3]

Guidance in all these aspects of living is offered in many ways, most of it indirectly through example, through personal relationship with pupils, and through providing experiences through which the girl discovers for herself her strengths and weaknesses, her assets and limitations, her interests and purposes. More directly, guidance takes place in the ongoing activities of classroom, clubs, lunchroom, games and sports, and social events. Information should be supplied as the need for it is recognized, not prematurely when it will fall by the wayside and bear no fruit. Special care must be taken not to increase conflict between the adolescent and her parents by setting school standards sharply over against home standards. Such guidance may do more harm than good.

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Counsel is needed especially in methods of meeting difficulties. Far more important than the solution of a specific problem is the method of solving one's own problems. This control of their lives can best be taught through experiences which give them some insight into the process and technics of self-control. Only if such self-direction is attained during school years, will girls be in a position to meet the more serious problems of this changing world.

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[1] Ruth Strang, **Pupil Personnel and Guidance**, pp. 6-10. New York: The Macmillan Company, 1940.

[2] See **Bibliography in Sex Education: Facts and Attitudes** (revised). New York: Child Study Association of America, 1940.

[3] Agnes Reppelier, **Eight Decades.** Boston: Houghton Mifflin Company, 1937.

American Literature — 1941

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FOR several years I have prepared literature appreciation tests for a publishing house in Atlanta, Georgia. Last spring I was assigned a survey test in American literature, to include 200 questions, both specific and general, thought and factual, on literary information new and old.

In order to standardize a test once the questions have been completed and approved by the editor, it is necessary to give the preliminary draft to 150 to 200 high school students, to compute the norms, and to eliminate erratic items and those too hard or too easy by cutting the total number from 200 to 100 or 150. In order to do this, the author must determine the percentage of pupils passing each question, a task which I have just completed. The trial tests were given in Commercial High School, Atlanta, Georgia, Redland High School, Homestead, Florida, and Reitz High School, Evansville, Indiana. With the results before me, I may be able to make a few comments helpful to other teachers of American literature.

To my surprise, some of the questions that drew the smallest number of correct responses and were therefore struck out of the completed test were questions I had not considered more difficult than many of the others. Only 18% of the pupils had ever heard of Anne Bradstreet, once hailed as the "Tenth Muse", and only 9% knew Thomas Nelson Page and his tales of Ole Virginny. Twelve per cent recognized Thomas Payne's famous line, "These are the times that try men's souls", and the same number had heard of Maurice Thompson and his *Alice of Old Vincennes*. A small percentage—10 to 17—knew about Robert P. Tristram Coffin, William Allen White, the King Arthur stories of Edwin Arlington Robinson, Maxwell Anderson's *Winterset*, and Carl Van Doren's *Benjamin Franklin*. Quotations were another stumbling block. Fewer than 15% of the pupils recognized lines from Emerson's *The Rhodora*, Whittier's *Skipper Ireson's Ride*, Holmes's *The Last Leaf*, Lowell's *The Courtin'*, Bryant's *Forest Hymn*, and Longfellow's *Most Lost Youth*.

On the other hand, 80 to 95% knew such general questions as those on characteristics of literature of the South or the West or New England, what "local color" is, that Longfellow's style is simple and conversational, and what type of literature (if any) the American Indian left us. Most students

knew that *The Grapes of Wrath*, best seller of 1939, is a social problem novel. They recognized immediately the name of Scarlett O'Hara but were not acquainted with Carol Kennicott or Tommy Luck. They knew *Northwest Passage* and *The Revolt of Mother*, but not 14% knew Eugene Field's *Little Boy Blue* and only 20% that Katherine Lee Bates is the author of *America the Beautiful*. Most Southern pupils and very few Northern recognized a quotation from *The Conquered Banner*, by Abram J. Ryan, and the reverse was true of Harriet Beecher Stowe and *Uncle Tom's Cabin*. Fewer than half knew *The Scarlet Letter*, the poetry of Joaquin Miller, Lincoln's *Second Inaugural Address* ("With malice toward none*") *Ramona*, Edna Ferber's *Show Boat*, and Sidney Lanier's *Song of the Chattahoochee*.

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Conclusions from results of the test:

1. More reading of a general nature is being done now than a few years ago. Emphasis is being placed on general trends, contemporary writings, and the photoplay rather than on the old favorites.

2. Memorizing of prose and poetry alike is practically obsolete.

3. Students have a wider range of general knowledge and less detailed information at their command than did the pupils of a generation ago.

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It is well to keep such results in mind in planning our English program for the future.

Teaching Civics for Democracy

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Negaunee, Michigan

IN TIMES like the present when democracy in the world is on the defensive, American people should be awakened to the dangers facing their own democracy. Thomas Briggs believes that the greatest of these dangers is "the enemy within"[1] and that "no one should enjoy democracy unless he is willing and does contribute something to its success." To the educators of America falls the duty of teaching the American youth so that they may more fully understand what our form of government means and how to become more efficient citizens in the struggle for the continuation of the heritage which is theirs.

"The teaching of American citizenship has been a fundamental purpose of the American public schools since the founding of the public school system. Now we need an accelerated citizenship program.

Because we are passing through a period of national stress and strain, there is need to stimulate those who falter, and give the strong increased courage to live up to our ideal of government.

The schools would fall short of their public obligation if they did not critically examine their role in teaching citizenship, and take steps to increase their effectiveness."[2]

Recently the government has launched a great preparedness program to make it possible for our nation to protect itself from invaders. "But just as we need an army, a navy, and an air force to beat off invaders, so we need an army of well-trained, thoughtful, poised, and alert citizens to handle the problems of an unpredictable future."[3]

▼

A very careful analysis of the great change in the meaning of citizenship and the newer responsibility of individual citizens in America today was made by John W. Studebaker in an address given at the seventy-eighth annual convention of the National Education Association. "During the first century of American development the area of action through government was very limited. Hence, citizenship was relatively simple. The individual was expected to find and make his place in the scheme of things. When problems such as unemployment and poverty began to emerge they were evaded by opening up new tracts of land on the frontier. With the beginning of the twentieth century this method of dodging basic problems could no longer be employed because most of the space for expansion had been taken up. During the twentieth century, citizenship has taken on new meaning; the area of governmental action has been vastly increased; public education has been clothed with a national interest as a means of making youth ready to deal intelligently with complex national problems."[4]

▼

The basic necessity, then, of our democracy is the universal education provided for the youth of the nation. However, democracy will not be preserved merely by making education universal. If schools are to help in the continuation of the democratic ideal their purpose must be defined in terms of that ideal and their activities directed toward its realization. Democratic schools arose out of American conditions and they must continue to meet new and ever changing condi-

tions if they are to fulfill the purposes for which they were conceived. Education must be meaningful in terms of the principles which the people wish to transmit to succeeding generations.

▼

The success of democracy as a social policy in America is dependent upon an educational system which recognizes what democracy really means and strives to make its ideals maximally possible. In the light of the foregoing statements, the best summary of educational objectives of which this author knows is contained in the publication, "The Purposes of Education in American Democracy."[5] This publication lists the four following general objectives of education: (1) the objectives of self-realization; (2) the objectives of human relationship; (3) the objectives of economic efficiency; and (4) the objectives of civic responsibility.

The teacher of civics or government will be primarily interested in the fourth of the above mentioned objectives. He must select specific teaching objectives for the course which are both worthy and attainable through school instruction. They should be "ideals and tasks within the comprehension of the pupils and are determined by large objectives which grow out of the complex current civilization."[6] It is entirely beyond the scope of this paper to discuss or list all of the objectives suggested for the study of civics but from the author's experience and research the following objectives for teachers and pupils may be listed as worthy and within the scope of the usual high-school course in civics."[7]

1. To learn the organization of government.
2. To understand how government contributes to public welfare.
3. To understand how social groups function.
4. To prove a basis for understanding current political developments.
5. To learn how nations can cooperate with nations.
6. To learn the rights and duties of citizenship.
7. To develop commendable civic attitudes.
8. To acquaint the future citizen.
9. To develop faith and devotion to democracy.
10. To create in the young citizens a desire to use their knowledge in active and intelligent political activity.
11. To develop a knowledge of the fact that people live in a social environment whose laws bind them for their own good.
12. To awaken a knowledge of the responsibilities of the citizens to the success of democracy.
13. To teach pupils desirable and higher activities as citizens.
14. To understand and appreciate the democratic processes.

▼

The teacher may have any number of objectives such as the above, in mind but unless the pupils also have them in mind and have accepted them as their own and as worthy of their efforts there will not be intelligent, energetic, and purposeful work. The pupils who appreciate the advantages which should accrue to them as a result of their work will not require continual prodding nor look upon the work as drudgery which must be accepted in order "to pass and get through school." In this regard Briggs states "A paramount requirement, then, of good teaching is that it leads the pupils to comprehend, approve, and adopt as their own the purposes proposed by the teacher. With such purposes pupils can discover or invent and evaluate means to use, they can aim always toward a clearly perceived and desired goal, they will develop self-confidence and the ability to work independently, and they will exert themselves according to their capacity. Without such purposes there may be extrinsically stimulated drudgery, but there cannot be intrinsically motivated work."[8]

▼

Civics teachers must recognize the fact that in a majority of cases the material dealt with in a high school course is entirely new to the pupils, that they have no clear concept of the many terms used and the functions of government to be studied. Therefore, it is essentially necessary that the pupils be ready to acquire and receive knowledge because it cannot be successfully imposed upon them. Neither can democracy be imposed upon pupils. Unless they understand thoroughly what the fundamental ideals of democracy are, unless they understand the democratic processes, and unless they are capable of comprehending what a democratic society means to the individual, it is almost sure to fall. This condition was notably true in Germany under the Weimar constitution. Elizabeth Bachrach[9] described the condition as one in which "the German state underwent a radical transformation with lightning rapidity. Almost over night it changed from a constitutional monarchy to a democratic republic There was no attempt at preparing the minds of the people for democratic principles, no gradual evolutionary development." Education for democracy, then, must be thorough and continual with nothing taken as assured because it is upon the wisdom of the citizens that democracy depends.

Another fact that pupils should know and appreciate is that democracy did not just happen but was developed through many centuries of turmoil and struggle. Each period of history brought the people a little closer to the great ideal. Combined with the physical struggle of the people were the great writings of such men as John Locke and Montesquieu. In America the pioneers had their own particular problems which had to be

faced and solved. Out of all these experiences came the Constitution of the United States and the social policy which it guarantees.

If democracy is to be taught through civics, the course must be taught in a democratic manner. That is, the pupils should have a definite part in planning the course, in suggesting materials to be studied, and in conducting the individual classes. It is good pedagogy to begin each course with a period of orientation during which the pupils and teacher work together to develop objectives, skills, attitudes, and techniques for the course.[10]

▼

The most important skill to be developed is how to study. How to study is a major problem in any subject field for almost all pupils. If the pupils and the teacher work together to discover desirable methods of study before the pupils have set up poor habits, many of the disciplinary or poor citizenship problems will not arise. This is not to say that the above practices should be used just at the beginning of the course and then forgotten. They should become part of the teaching technique throughout the entire year. Other skills to be developed include use of the library, the use of books and doing research, analysis of various materials, sifting evidence, how to take useful notes in class discussion, and many others.

▼

Good attitudes of pupils toward their work are extremely important in the success of any course. Very often the difference between a good student and a poor one is only a matter of attitude. Pupils who are interested in whatever they are doing and have developed good attitudes of work are far more likely to be successful, in any work they may undertake, than those who have not. Therefore, it is necessary and proper that the teachers of civics assist pupils to develop worthy attitudes. Wesley[11] lists the following desirable attitudes: 1, respect; 2, appreciation; 3, responsibility; 4, helpfulness; 5, sympathy; 6, patriotism; 7, tolerance; 8, fairness; and 9, broad-mindedness. In addition to the above Stephenson[12] lists respect for the law, respect for human life, and service. The attitudes in this list are not all peculiar to the study of civics. But since the quality of citizenship depends largely upon personal and civic relations, it is the responsibility of the civics teacher to do all in his power to achieve the attitudes suggested.

▼

There are a great many techniques or methods of instruction that can be used to make the teaching of civics more realistic and vital. Each teacher will naturally develop many practices which are characteristic of humanity. However, a few methods which have been found practical may be suggested. The first of importance is to obtain the cooperation of all the pupils in the activities of the class. Every pupil has some special interest and ability that should be discovered and utilized to obtain total participation and make each person in the group feel that he is definitely responsible for some contribution which is for the common good. Teachers very often fail to make use of materials which are available in their community. Instead they take their pupils away on a bookish travel of a more or less technical nature. It is necessary to study the more technical phases of government, but the approach should be from local interests and experiences. Teachers and pupils should be searching constantly for local materials for use in civics classes. Legal documents, for example, might be analyzed to give the pupils a first hand knowledge of their nature and use. City charters and laws should be studied and analyzed as should state and national constitutions. It is essential that election laws and the requirements that citizens must fulfill to partake in the local, state, and national elections be understood. Ballots and systems of voting should be examined and understood. In fact, all activities of worthy citizenship ought to be explored in a civics course. Classes conducted in a manner which puts the democratic processes of "the general welfare, civil liberty, the pursuit of happiness, the consent of the governed, and the appeal to reason"[13] into general practice in the schoolroom enable the young citizen to be in actual preparation for adult citizenship. Obviously, the great majority of pupils will depend upon these experiences and the general background gained in high school civics for their concepts of government which they will carry with them into life.

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[1] Thomas Briggs, The Enemy Within, **School and Society**, January 27, 1940.

[2] Eugene B. Elliott, Teaching Citizenship in Michigan Schools, **Michigan Education Journal**, September, 1940, Pg. 6-7.

[3] Walter E. Myer, Weekly Talks to Teachers, **The Civic Leader**, Vol. VIII, No. 1, September 9, 1940.

[4] John W. Studebaker, Educating Youth to Meet National Problems. Address delivered at the 78th annual convention of the **National Educational Association**, July 3, 1940, Milwaukee, Wisconsin.

[5] Educational Policies Commission, **The Purposes of Education in American Democracy**, Washington, National Education Association of the United States, 1938.

[6] Edgar Bruce Wesley, **Teaching the Social Students**, D. C. Heath, 1937, Chapter IX.

[7] Ibid, Chapter IX.

[7] C. G. Haines, **The Teaching of Government**, Part I.

[7] Educational Policies Commission, **The Purposes of Education in American Democracy**, Chapter VII.

[8] Thomas H. Briggs, **Improving Instruction**, Macmillan, New York, 1938, Chapter XII.

[9] Elizabeth Bachrach, Does Education Influence Democracy?, **The Social Studies**, XXXI No. 5. (May, 1940), 195-7.

[10] The objectives have been discussed in a previous paragraph.

[11] Edgar B. Wesley, **Teaching the Social Studies**, D. C. Heath, 1937, Chapter IX.

[12] O. W. Stephesson, et al, **The Social Studies**, Experimental edition, Ann Arbor, June, 1940, p. 3.

[13] Educational Policies Commission, **The Purpose of Education in American Democracy**, Washington, National Education Association of the United States, 1938.

The line between failure and success is so fine that we scarcely know when we pass it; so fine that we are often on the line and do not know it.

E. HUBBARD.

Foreign Language as a "Tool"

HENRY GRATTAN DOYLE
The George Washington University
Washington, D. C.

WHEN Henry Adams, in *The Education of Henry Adams*, wrote that "For success in the life imposed on him, he needed, as afterwards appeared, the facile use of only four tools: Mathematics, French, German, and Spanish" he put forward, in the somewhat extreme form perhaps only to be expected in that exceptional man, the educational philosophy upon which is based the usual prescription of mathematics and foreign languages as a requirement for admission to college, and as a prerequisite to advanced study.

This "tool" conception of foreign language study should be kept distinct from the equally important value of such study as a broad cultural or social asset. It does not have the same incentive, for instance, as the study of a foreign literature, or the effort to acquire a ready speaking-knowledge of a foreign language, though the "tool" objective does not necessarily exclude either of these. As a practical matter, in fact, both of the last-mentioned aims are effective handmaids to the former. Primarily, however, the "tool" aim implies ability to use one or more foreign languages in a specific field of work as a foundation for or supplement to the specialized technical tools of that particular branch of knowledge. Most readily demonstrated in such subjects as history, literature, philosophy, chemistry, the medical sciences, economics, and similar fields, a reading knowledge of foreign languages can hardly be neglected in any area of intellectual activity that purports to be universal or to involve a world view.

The claim sometimes made by opponents of this concept of the value of foreign languages for advanced study, namely, that necessary materials can be readily procured in translation or abstracts, significantly seems to be oftenest made by those who are not themselves engaged in active research work in such fields. The amount of material thus available is in many cases relatively small, and for all but the superficial student abstracts must usually be supplemented by direct access to the original sources in the foreign language.

From what has been said it will readily be inferred that major emphasis under the "tool" theory of foreign language instruction is ordinarily laid upon ability to read one or more foreign languages. This is one of the conclusions reached by the Modern Foreign Language Study, a comprehensive three-year study of modern foreign language teaching in the United States and Canada made by a group of foreign language teachers and educational specialists under the auspices of the American Council on Education. While the speaking and writing objectives obviously must not be neglected, the reading objective is definitely placed first, under present conditions, for most American students.

This common-sense point of view is at variance with the attitude both of proprietors of systems which claim to teach one to "speak French like a native" in a few weeks, and of some "educators" and "curriculum experts", whose ideas about the teaching of foreign languages are marked by a profound interest in the subject combined with a profound ignorance of the practical problems involved. These usually insist that a speaking knowledge should be the only aim, or at least the dominant one. Such an aim is impossible of attainment in the limited time now given foreign languages in our schools.

A good speaking knowledge of one or more foreign languages is undeniably a personal and social asset of great importance, though this is not its only value. Unusual fluency in speaking may be compared with ability to play the piano, to talk well in company, to play a good game of golf, to be a "good mixer". It presupposes a certain "flair" for languages, combined with enthusiasm and the willingness to practice the art of speaking them. A speaking knowledge of a foreign language is not however in itself an indication of broad culture or general capacity. If that were the case, some one has remarked, waiters would carry off the prize for culture. Neither is it a guarantee that the possessor can turn his linguistic talents to practical account in the modern world. James Russell Lowell, writing about a little-known man of letters of the last century, used the following words: "His faculty of acquiring foreign languages we do not value as highly as Mr. Ward. We have known many otherwise inferior men who possessed it. Indeed, the power to express the same nothing in ten different languages is something to be dreaded rather than admired. It gives a horrible advantage to dulness." In other words, mere fluency in foreign languages, unless accompanied by other desirable mental qualities, or by ideas worth expressing, is no more to be desired than possession of "the gift of gab" in one's own language. Linguistic skill may supplement or make more effective other fundamental intellectual capacities, but it can never serve as a substitute for any of them.

In general, the purely vocational

claims of the study of foreign languages, as shown by a report made some years ago to the National Federation of Modern Foreign Language Teachers, should likewise be put forward with moderation. Knowledge of foreign languages must nearly always be supplemented and reinforced by other techniques and skills if it is to guarantee vocational success. In this respect the vocational aim has much in common with the "tool" concept.

The study of foreign languages proves itself most generally valuable by bringing us into intimate, first-hand contact with the thought, the achievements, the culture, the racial psychology, and especially with the intellectual raw materials available in written or printed documents, of other nations; and that contact is most widely and readily, though not exclusively, obtained by a reading knowledge of the foreign languages concerned. For this reason, the "tool" concept must remain at bottom one of the important reasons—though not the only one—for including foreign languages in any carefully considered plan of general or cultural education.

"Oh, Say, Can You See . . . ?"

A STORY

C. LEO MONTIBELLO
Brockton, Massachusetts

MARY MARTIN, sole teacher in the one-room rural school at North Carson, was puzzled. She knew that, although evidence was unmistakable, the solution was not so obvious. In fact, the best heads in the country had tried and failed, failed miserably, when the same problem had reared its defiant head. The problem was enough to challenge her diplomatic best. It was a problem that she had hitherto been spared. However, upon the re-opening of school in September, there it stood, as big as life, in the person of David Crantz.

A non-saluter.

David stood, along with his fellow classmates, but his hand did not come up in salute, and his mouth did not voice allegiance to the flag.

Mary Martin questioned the boy, a fifth-grader. He gave an embarrassed smile, finally said that his heart wasn't in it. "And when my heart's not in a thing, I don't believe in doing it. That wouldn't be honest."

But Mary Martin knew that, if the truth be known, the lad's stumbling words did not come from the heart. They were a last-minute alibi. The problem, she decided, had deeper roots—roots that lay implanted in the home. Therefore, she didn't challenge the boy, had nothing more to say to him on the matter. She did, however, have him leave the room, waiting outside until morning exercises were over. Then, the youngster would return to the room. But he felt ill-at-ease. His manner reflected this. He couldn't hide it. He didn't seem to belong with the rest of the pupils, acted as if he were out of place, an interloper aggressively forcing his presence upon others. It showed in the playground, before and after school, and at recess. Showed altogether too plainly. True, a few of the boys, especially Johnny Lesters, Michael Barrows, and Walter Mannion, went out of their way to be friendly. But that was just the point, salt rubbed into a wound. David Crantz recognized their efforts, and resented them. He was sensitive to the quick. Mary Martin soon saw that not only he, but others in the room, were somewhat restless, uncomfortable. Attempts at friendship had fallen short, with the result that they labored under a charged atmosphere. Mary had sworn the children to silence, and they agreed not to whisper a word of the matter. She considered that the best policy to pursue. She wanted no interference. She recalled how school boards had acted, in similar cases. The matter had been aired in public, thrashed in court. But that solved nothing. On the contrary, it only made for hard feelings, did not cement understandings, did not build appreciations, fell hopelessly short of its objectives. Again, she believed such procedures alien to the American spirit, foreign to the mold and fiber of democracy.

▼

Mary Martin realized that she had no one to whom to turn. She might appeal to old Dr. Jed Harkins. But she knew what he would say.

"If the problem's not too big to come, it's not too big for you to solve. You've met and mastered others. This one is no different."

That would be Jed Harkins, a member of the school board. And he would let it drop with that. He had confidence in Mary's ability. Sometimes, she wished he didn't have quite so much confidence in her. But she quickly downed such thoughts. Yes, she reasoned, the problem was hers, and hers alone.

▼

Again, Mary Martin felt that one of the foremost purposes of the school is to build character. And this was a splendid opportunity for character-building. She knew that coercion does not make for good citizenship—that understanding has remedied many an ill.

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The thing to do was to get behind the problem. And that meant Mr. Crantz himself, a formidable figure of a man. Tall, square-shouldered, a tower of strength. That was Mr. Crantz. And he might bring the case into the open, a situation Mary Martin wished to avoid. But it was a chance she had to risk. Therefore, she sent a note to the man.

"Father says he can't come," reported David Crantz. "If you want to see him, come to the house. He won't step into the school. He says . . ."

But David was unable to continue. The words refused to come. However, his flushed face told Mary what his voice could not express. She understood, and, understanding, determined to act.

"Very well," she said. "He may expect me tonight."

▼

The Crantz home was trim, neat, well-kept. Its crisp, freshly-ironed curtains bespoke a welcome Mary could not deny. But the booming voice belied that welcome.

"Well," boomed Mr. Crantz. as David ran off, after having ushered his teacher into the room. He had received his directions. "Well," again boomed Mr. Crantz, "if it's about David . . ."

"It's not about David," calmly informed Mary, accepting the chair toward which he gestured. Mrs. Crantz, a small, pleasant woman, served coffee and cakes. She tried to smile, but her face was drawn, tense.

"If it's not about David, then what did you wish to see me about?" demanded Mr. Crantz, once his wife quit the room.

"About yourself."

Mary Martin didn't smile. She knew that a smile would be wasted on Mr. Crantz—would, in fact, be interpreted as a sign of weakness. Her face was searching, waiting for reactions. And they were not slow in coming.

"About me?" scowled Mr. Crantz. "What have I to do with it?"

"Everything. David tells me that he doesn't wish to salute the flag. He explains that his heart is not in it. But it is."

Mr. Crantz shrugged, fumbled for words, found them.

"His heart is a matter for the doctor, not for me," he said.

"True," agreed Miss Martin. "Then, why not leave it with the doctor? In this case, the doctor happens to be the school. I suggest that David be permitted to salute the flag, if he wishes."

"I am his father," crisped Mr. Crantz. "And I do not wish it."

"Why?"

"My word is enough."

"Enough to bring unhappiness to your child, yes, and to your wife," said Mary Martin.

"They do not complain."

Mary Martin, well able to understand that, ignored the reply and countered with a question.

"You are an American citizen, aren't you?" she said.

He reluctantly nodded.

"But only to hold my job," he hastened to explain.

"Citizenship doesn't need an excuse," said Mary Martin. "You swore allegiance to the country of your adoption of your own will and choice."

"But I have since found out many things I did not then know."

"Such as?" demanded Mary.

"You wouldn't understand," he shrugged, evading the question. But Mary Martin wasn't going to have him score so easily.

"No more than you understand the sacrifices that are the blood and pulse of America," she said. "'Liberty and Justice.' That's what America represents. Perhaps, you don't believe in Liberty and Justice. Perhaps, you don't think they are worth fighting for, dying for, and living for. Perhaps, you would rather be under the iron heels of the tyrant."

"You speak in madness. What has this country to offer? What has it to give? Where are its dreams, it promises, its hopes? Everything is lost. Times are hard. Conditions are bad. We have been betrayed."

"Betrayed?" echoed Mary Martin, fully aroused. "And by whom? By weaklings. By cowards. By men who don't dare face the future. By men who deny the promises, hopes, and dreams of America. By men who seek, and grasp, and grab—men who will not yield, will not compromise, and will not give, for they place themselves and their selfish interests above all else."

Mary Martin realized that her words were strong, goading; were like heaps of coals on the fires of wrath. But she had to prove her point. She wasn't thinking of the the hard-breathing man opposite her. She was thinking of David, who merited a chance. And she was determined that he should have his chance!

"Do you remember the *Star-Spangled Banner*, and how it begins?" she asked. "And do you remember who wrote it?"

He nodded.

"Francis Scott Key," he replied.

"Right. And do you know where he was when he wrote it? Imprisoned on an enemy ship. Freedom? His had been taken away. But that didn't kill his spirit. It awakened it, made it more alive than ever. Nothing could imprison that. But he knew that there were those who were bitter, whose hearts turned against their country, holding it responsible for their ills, for their sorry lot. That he knew only too well. So, he started his patriotic song with these words: 'O say! can you see?' See what? He knew they couldn't see, not then, anyway. But he wanted them to realize that the hopes they had held were still alive, that what they had proudly hailed at twilight came back with the dawn. Courage had prevailed. Spirit had won out. They were still free. Their banner, their flag, still waved 'o'er the land of the free and the home of the brave!' And to them that flag meant everything you deny. It meant Justice, Liberty, Freedom to Worship as they saw fit, a right to have their children brought up right. It meant—yes, everything you deny!"

"I don't deny those things. I only say they can no longer be found in America."

"Because you haven't given America a chance to be heard. You are too busy talking. Re-read the 'Star-Spangled Banner,' 'Hail Columbia,' 'Columbia the Gem of the Ocean,' and 'America.' Find out when those songs were written, by whom, and why. Find out what they mean—mean to you. Think that over. Look into the history of our flag. Compare our land with others. And then decide whether David should or should not pledge his allegiance to our flag."

Mr. Crantz smiled indulgently.

"I will," he promised.

"And, probably, you'll allow David to participate in our Thanksgiving program. It's going to be something different, by the pupils. They are showing the people of North Carson why they should be thankful—thankful that we have a flag of the United States to salute."

Mary Martin stopped, excused herself. She had been patriotic enough.

Perhaps, she reasoned, she had overdone it. But she had been open and straight-forward with Mr. Crantz. And that, she believed, was the way to pierce his shell. Biting words, fighting words—those counted. So she hoped.

And her hopes seemed to be realized, when the North Carson rural school, a one-room affair, presented its annual Thanksgiving program. She was especially pleased to see Mr. Crantz there. And Mrs. Crantz with him.

The program was favorably received. Old Doc Jed Harkins was there. So was Mrs. Barrows, influential school board member. In fact, it seemed as if the whole town had declared a holiday, turning out for the occasion. And, small wonder! It was a hundred per cent affair, with every child, in some manner or other, actively participating. Some had planned the program, grouping the acts, or presentations, others had painted the scenes, and still others had painted signs. All had contributed. Friends, relatives, and neighbors crowded the school, made the best of conditions. They applauded every reading, every dramatization. And, so it seemed to Mary Martin, David Crantz's reading drew as much, if not more, applause than the best of them. Perhaps, as he confided, it was because "father helped me." That gave Mary Martin a double thrill. He called it "The Pilgrims." It was simple, homespun, but, the way he said it struck a responsive chord. The poem told about the hardships the Pilgrims endured, and ended on a proud, inspiring note.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department.

That Flag Ritual

Q.—Is it not true that many children repeat the flag pledge as mere jargon, without sense or meaning?

A.—Yes; but this fact is no argument against its repetition; rather it is evidence that the teacher needs to make every child clearly familiar with the *meaning* of this pledge. If it is jargon to the child, the teacher is to blame. Let her repeat the pledge slowly to those children too young to read, explaining such words as "indivisible." Let her have the older children read it slowly and carefully now and then.

How often in university classes, or at teachers' institutes one hears an "educator" make fun of the flag salute. He might as well make fun of the flag. The impression he leaves is that since so many children repeating the pledge to the flag "and to the Republic for which it stands" merely repeat sounds meaningless to them, the flag salute in school should be abolished. Such silliness makes me tired.

Ideas Too Big for Pens

Q.—Some of the children in my primary grade can make up true or fanciful stories too hard for them to write. The mechanics of writing and spelling tend to hamper their creation. How would you meet this problem?

A.—Take down the child's story as he dictates it. But with 30 or 40 children your limitations are obvious. Sometimes you could print on the board a composite creation of the class. Through the principal you might be able to borrow several children from higher grades who write and spell well. These older children could take down the creations dictated individually by your younger children. This principle might more easily be applied in the ungraded rural school. If you are resourceful there are big possibilities in this field.

Cheating

Q.—I find that many of my pupils cheat. What can I do to prevent or reduce this evil?

A.—Win the highest esteem possible of all your pupils. Cultivate a friendly, cooperative atmosphere in the class; and a wish in each child to be self-reliant and to compete with himself rather than with his classmates. Don't tempt the child needlessly to cheat.

"Manuscript" Writing

Q.—Do you approve of "manuscript" writing?

A.—Yes. I consider it excellent for the first two or three grades. Teachers should certainly use it for blackboard writing which the primary child must read. Why should the young pupil be encumbered with constant translation from script to print or vice-versa in the early stages of reading and spelling? With slight modifications of such letters as small *a* the best "manuscript" writing is practically the same as print. Judging from what I have seen in thousands of classrooms from coast to coast, "manuscript" writing in the primary grades widely prevails.

Some children in the upper grades who are miserable writers should be encouraged to write in "manuscript," preferably to work out a legible system of their own. One of my own children did so with excellent results. He entered college last September, and he writes legibly, rapidly and with marked individuality.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

The Annual Slump

ABOUT this time of year a reaction often sets in. Many teachers who longed for school to start are cruelly disillusioned and pray for June—"Then if ever come perfect days." The difficulty seems to be three-fold: (1) the children won't behave; (2) the children have not learned anything; and (3) the principal is not satisfied. That's enough to upset anybody's apple cart. Close adherence to these points will prove helpful:

(1) Keep in close touch with your principal—he is busy, to be sure, but his first consideration should be, and generally is, the success and happiness of each member of the faculty. Consistent achievement depends upon sound objectives, organization, system and method. The principal knows the objectives and he has had experience with problems of discipline and methods of teaching. Consult him freely.

(2) Come early and stay late. Teaching school is a major challenge. It involves a great responsibility—the slightest mistake may cause some child to cheat. lie, hate school or become habitually antisocial. Hence the importance of each teacher being prepared, alert, buoyant. Study all outlines, plans and objectives thoroughly. Instructional aids—scissors, rulers, reference books, assignments—should be ready beforehand; the presentation should be attractive and full of life—dress the old facts in new garb—put a kick into your teaching. Remember, ginger ale is no good when it has lost its fizz. Work up a little classroom fizz.

(3) Make your explanations clear and simple—be sure every child understands everything you say—speak slowly, plainly, emphatically—make each point stand out as a landmark—permit discus-

sion—review all work from day to day—and above all associate learning with the experiences of the child.

(4) Have good discipline—good discipline means a quiet, respectful, cooperative group. Aids in securing it are: firmness, courtesy, readiness, honesty, thoughtfulness, thoroughness, mastery of subject matter and the insistence upon hard work and achievement. Children like to work provided they see any sense in it. There's the rub.

Parties for Parents

Here is a plan for creating and maintaining proper understanding between parents and teachers of any school community:

(1) Every teacher in any given building should have one class party each semester for mothers of the children in his group; (2) these class parties should be scattered throughout a given month, as October in the first semester and February in the second semester. Only one party should be scheduled per day, however; (3) the parties should last about forty-five minutes, as from 3:00 until 3:45; (4) the children should give a program consisting, for example, of songs, plays, baton twirling. It is a good plan, too, for each child to introduce his mother to the group; (5) refreshments may be served in the upper grades; (6) exhibits of each child's work should be on display; (7) the teacher should give a short greeting in which he explains various phases of the work as, for instance, the importance of regular attendance, courtesy, neatness, punctuality, safety; (8) the whole procedure should be conducted on an informal, cultural plane; (9) after each teacher has had his party he may be permitted to excuse his class thirty minutes early two days per week so that he can call on all mothers who could not attend.

Such a plan carried out once per semester will have a stimulating effect upon the patrons, teachers and children.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Visiting A Class

What a fine time I had visiting classes. This is the pleasantest part of my work.

I make my teachers understand that I come into a class to see what the students are doing. I seldom speak, or even think, of visiting the teacher. I haven't forgotten how it used to annoy me when I was a classroom teacher to have a superior come in evidently with the sole purpose of checking up on me. When I drop in on a class I sit down front, facing the students.

There is always a seating plan before me when I visit a class.

On about every visit I learn something of interest and value. When I first began to teach I tried to conceal my ignorance from my students. I no longer attempt to do that; it is of no use. When I go to an English class I hear reports on books which I have never read. In science I pick up ideas on radios and airplanes, of which I know but little. In government I get fresh points of view on old problems. I often take part in discussions, raising my hand when I have a question or a comment.

What I enjoy most is the cheerfulness and optimism of the students.

Frankly I often visit a class more to get encouragement for myself than with the purpose of rendering any help to teacher or student.

Films in Their Place

My visit to the advanced science class was most interesting. We have just installed a new motion picture equipment, made possible through the efforts of our fine parent-teacher association, and I talked with students about the value of this outfit.

"Do you like the motion picture machine?"

A hearty and unanimous "yes."

"Do you think we should have pictures at every assmbly?"

Another hearty and unanimous "yes."

"You have seen how the machine can be used for class work. Do you think it would be a good thing if we could fill the class period with appropriate pictures?"

Still another hearty and unanimous "yes."

"Some of you are in the orchestra and band. How would it be if you could devote the music period to listening to famous musical organizations which would appear before you on the screen."

A majority said "yes" but some hesitated.

"Of course there are fine football pictures. Would you think perhaps it might be better for the squad to watch pictures instead of going out upon the field for scrimmage?"

Now there was real thinking. Some one suggested that the boys wouldn't get any practice.

"Then you think that practice is necessary for football. How about music?"

The students agreed that practice is necessary here, too.

"How about the classroom?"

A girl said, "When you come to think about it, of course we must have discussion, and reports, and notebooks, and tests, and experiments, or we wouldn't keep what we learn."

"How about assembly?"

A boy ventured, "I guess it is better to have a lot of students on the platform taking part than to have too much brought to us by the machine."

The students discovered the truth that learning is largely by doing. Just seeing and listening are not enough.

The News Digest SECTION

School Bus Drivers Tested

SPRINGFIELD, ILL. — Fifteen hundred drivers of public school busses in Illinois gave 20,000 school children a new kind of Christmas and New Year present this year; a pledge of safety-to-school-and-safely-home-again.

For while the thoughts of Jane and Tom turned to skates and dolls and sleds during the Christmas holidays, the men who drive the pupils to school went to school, themselves, for a day, to learn more about safe driving.

Though 1,000 of these men have been qualified as bus drivers since last August, when Illinois joined Ohio and Indiana, New York, and Pennsylvania and those other States which require that public school bus operators be qualified, they, too, were required to take the midyear course of instruction and examination in motor vehicle laws and safe driving practices conducted throughout the State the last week in December by the State Police Safety Squadron.

Operators are required to pass a physical examination, the drivers' license examination, a road test, and to comply with numerous requirements outlined in an 86-page circular issued by John A. Wieland, State Superintendent of Public Instruction.

DROP 125 HIGH SCHOOL CLASSES, SAVE $250,000, IN NEW YORK CITY

COLUMBUS, OHIO. — Reconstruction of present practices and procedures in the education of teachers to meet the needs of democracy is advocated in a study made public recently at Ohio State University, along with a statement that schools of education in Ohio's five State universities, and public school leaders of the State, are cooperating to make more effective their "contribution to the cause of public education in Ohio."

The study is the result of a "workshop on teacher education" conducted last Summer by representatives of colleges of education and of the public schools, and the findings have been published in a thirty-eight page booklet. A "basic concept" approved in the report is the statement that "democracy, quite like any culture, must create its own kind of education." Approving the proposition that the teacher and administrator should possess a philosophy consistant with democracy, the report holds that teacher-preparing institutions should practice the same philosophy, with due regard for consistent democratic practices in such matters as faculty tenure, academic freedom and conduct of classes.

Regarding the State Department of Education and its director as the keystone of the program, the report asserts that the selection of the director and his staff should be removed from the sphere of partisan political influence and that the department should have adequate financial support in helping it to give the service "implied and required."

As a means of continuing the study and making it effective the workshop group proposes creation of an organizing committee composed of the State Director of Education, the director of instruction in that department, and the deans of education in the five State universities. This committee in turn would set up a temporary advisory council of eleven members—three the public schools, one representative teachers and three administrators from from the State department, two administrative officers and two teachers from the teacher-education institutions.

Penny Milk Sales In Schools Up 477%

NEW YORK.—The penny milk program in the public schools has become so popular since its inauguration last October that the children are now drinking nearly five times as much milk as they were last September, N. J. Cladakis, administrator of the New York Metropolitan Milk Marketing Area, has reported. The program is currently being conducted in 130 schools, where it reaches approximately 128,000 children daily. Eventually it is expected to affect between 500 and 600 schools.

Mr. Cladakis said that in the elementary schools the consumption had increased sixfold, while even in the high schools, where milk has long been sold in cafeterias and lunchrooms, consumption has been stepped up to twice its ordinary volume. The average increase, he reported, amounts to 477 per cent over September.

Brockton School Janitors Win Point

BROCKTON, MASS.—Janitors of local schools, suing the city for wage increases voted them by the school board in February, 1940, won the first stage of their battle when the state supreme court reversed a decision of Superior Court Judge Felix Forte, who upheld the demurrer filed by the city. The janitors are now free to proceed with the trial. It is expected the suit will be brought before a jury-waived session of superior court, Plymouth county, in March.

Refugee Teachers Interest Wallace

MEXICO, D. F.—A United States Embassy spokesman said that United States Vice-President Henry A. Wallace had expressed interest in a proposal to place Spanish Republican refugees in American schools and colleges as Spanish-language teachers.

The proposal was made by Indalecio Prieto, former Minister of Defense for Republican Spain, who visited Mr. Wallace while the latter was in Mexico City.

WOULD REBUILD TEACHER COURSES IN PLAN TO PROMOTE DEMOCRACY

NEW YORK. — The city's school population is shrinking so fast that teachers may eventually have to be dropped from the staff, Dr. Harold G. Campbell, Superintendent of Schools, said recently, in an interview at the headquarters of the Board of Education. The one thing that is certain, said Dr. Campbell, is that few teachers will be appointed to the staff from present eligible lists except in the vocational field.

Dr. Campbell made the prediction while announcing that 125 high-school classes would not be reorganized with the beginning of the new school term. He said, however, that the instructors now teaching these classes would not lose their jobs, since they would move into vacancies caused by deaths, retirements and resignations.

Dr. Campbell said that the high schools were beginning to feel the drop in elementary school registration, since fewer graduates are passing on to the high schools from elementary schools.

"We don't know," said Dr. Campbell, "just how long we can protect the high school teachers' jobs. Under the law, if there are no classes for them to teach, they must be placed on a preferred eligible list. We've never had to do that in the history of the city.

"There are hardly any prospects at all for teachers waiting for appointments in the elementary schools. That, to some extent, depends upon how long present teachers will live and how many retire. We're going to make some appointments in the high schools —only a few, however.

"But we are still having difficulty finding men and women properly equipped to teach the vocational subjects."

As high school classes are dropped, the teachers will be absorbed by appointing them to vacancies created by deaths, retirements and resignations, Dr. Campbell said. However, he pointed out, personnel turnover is slower than the shrinkage of the school population and it will be some time before those two factors are equalized. Even when they are, he said, it will hardly help those waiting on eligible lists. The dropping of next term's 125 classes, Dr. Campbell reported, will result in a saving of approximately $250,000.

Soviets to Open New Private School

NEW YORK. — The large private residence of Mrs. Walter P. Bliss at 6 East Eighty-seventh Street, near Fifth Avenue, has been leased by the Soviet Government and will be transformed into a Soviet private school.

The Russian consulate pointed out that the house had been taken in line with the Soviet plan of providing suitable school facilities for the children of Russian diplomats and other Russian families temporarily living in this country, the idea being to give them instruction equivalent to that which the Russian children would enjoy in elementary and high schools in their own country.

The Soviet Government has operated for several years a school at 810 St. Mark's Avenue, in Brooklyn. About two years ago it sought to establish a private school for Russian children on 118th Street, in Kew Gardens, Queens, but Borough President George U. Harvey raised objections. Alfred Rheinstein, then Commissioner of Housing and Buildings, denied the application on the ground that the structure selected was not suitable for school purposes.

High School Boy Runs "Jack" Hospital

MEMPHIS, TENN.—For a 14-year-old youngster who takes time to lead an ordinary high school student's life, Gene Myers keeps plenty of money jingling in his pockets.

He's the town doctor for ailing hydraulic jacks, an occupation he picked up solely through his ingenuity and interest in things mechanical.

"Gene's jack hospital," as the sign outside his repair shop proclaims, is where broken jacks from throughout the South go for repairs. His customers include big garage operators and just plain automobile owners.

So expert has Gene become at his specialty that he's now the official representative here for eight of the world's largest manufacturers of jacks.

Often he picks up as much as $100 a month at this odd task, charging from $2 to $4 per jack and collecting a percentage of parts he sells.

Bees Give Living Lesson to Class

BELMONT, MASS. — Believing that education, particularly in elementary schools, can be more realistic and vital to pupils by bringing to the classroom subjects discussed in textbooks, Mark R. Shibler, Principal of the Daniel Butler School in Belmont, has established two active colonies of bees for firsthand observance in an old assembly room in the school building.

"When the subject of bees or honey comes up for discussion in the classroom," Mr. Shibler said, "then the teacher takes the students to the hives where the activities of the bees may be watched or a hive is brought to the classroom in a glass case for observation."

It is Mr. Shibler's experience that textbook study in collaboration with the actual subject makes a far more lasting impression on the student's mind.

Dr. John F. Gannon

PITTSFIELD, MASS.—Dr. John Francis Gannon, retired Superintendent of Pittsfield public schools, died recently at his home here at the age of 65. Dr. Gannon, who was born in Worcester, Mass., was graduated from Holy Cross College in 1896 and taught at Worcester and at Seton Hall College, South Orange, N. J., before coming in 1920 to Pittsfield, where he was Superintendent of Schools for fourteen years.

Peace Prize Contests In High Schools April 4

NEW YORK.—The fifteenth annual student contest for the best answers to questions relating to the organization of the world for peace was announced by the Educational Committee of the League of Nations Association today. First prize will be a trip to Europe, if conditions permit, or if not, to South America. A second prize of $25 and five additional prizes of $5 each as well as scholarships in various colleges throughout the country will be other awards.

Contest examinations will be held in local high schools on April 4, 1941. Full information regarding the contest may be had at the Association's headquarters, 8 West Fortieth Street, New York City.

Pan-American Unity Sought By Educators

HAVANA.—A three-day Pan-American conference on commercial and economic education sponsored by the World Federation of Education Associations closed here recently after adopting a number of resolutions designed to promote unity and good neighbor relations among Western Hemisphere countries.

Among the recommendations of the conference were:

A system of "teacher-contacts" in various cities throughout North and South America to give visiting educators guidance and better opportunities to study national scenes.

Establishment of university programs in research teaching, food chemistry and nutrition, house and health and child protection.

A plan for a great Pan-American book fair to be held in principal cities.

Establishment of a Pan-American division of the W.F.E.A. and other regional divisions with delegates appointed from the 21 American republics forming the committee of the former.

A yearly conference of these divisions to be held supplementary to the biennial world conference of the W.F.E.A.

2,831 N. Y. Teachers Subject To Draft

NEW YORK. — A total of 2,831 teachers and supervisors in the New York City school system are subject to be drafted for military service, figures released at the Board of Education recently disclosed. Of that number, 2,676 men are in the draft age limits and 155 are members of the National Guard or other reserve forces.

School officials announced that they would seek deferment for teachers who conduct classes in subjects related gram. In the city's vocational to the national defense training proschools 355 teachers, eight laboratory assistants and three library assistants are eligible for military service.

Four elementary school principals, twenty-two assistant principals and an undetermined number of lesser administrative officials and supervisors are subject to call.

International Law Study is Dropped

AKRON, OHIO.—Prof. Paul Zeis of Akron University contends warmakers have reduced to a farce the study of international law as currently taught—so the university has announced the course would be dropped for the spring semester.

Girls Spending More Than Boys

MANHATTAN, KAS.—Although the college man pays the courtin' bills, the college co-ed spends more money.

At least a recent survey taken by the business staff of the Kansas State Collegian shows the average woman student here spends approximately $538.72, while her male counterpart averages $521.64.

It revealed the average Kansas State University student spends $530.18 during the school year and that the total buying power of the 4,000 students is $2,066,309.

The greatest part of the $2,066,309 is amount spent for food, totalling $620,184.65 per year. Candy, ice cream and chewing gum purchases amounted to $27,271.94, and $31,570.24 is spent for drinks.

Other expenditures, in order, include general supplies, men's clothing, women's clothing and transportation.

Expenses for individual students were found to vary from $200 to $1500 for the school year.

Medford's First Woman School Board Chairman

MEDFORD, MASS. — Miss Mae E. Songster has been elected chairman of the Medford School committee for 1941, marking the first time in the history of the city that the honor has been accorded a woman. She was victor in a close contest over Frederick T. McDermott, and succeeds Chester J. Powers, who declined reelection.

Miss Songster has been a member of the committee for the past nine years, representing Ward 4. She is active in many civic affairs, and is child welfare officer for Medford Post, A.L.

TEACHERS ACCEPT NEW TEST PLAN; EXPECT TO DOUBLE '41 PROGRAM

PHILADELPHIA.—Having met with widespread success in its first year, the important experiment in teacher testing, conducted by the National Committee on Teacher Examinations, will more than double its program in 1941. Tests will be given at sixty examining centers throughout the country early in the Spring.

Made possible by an $85,000 grant from the Carnegie Foundation for the Advancement of Teaching, the project is supervised by the American Council on Education. Its avowed purpose is to raise the teaching standards of this country and to improve the testing procedures employed in selecting men and women for the classroom. Last year 3,750 candidates took the national examinations.

This is the first time that actual or prospective teachers in all parts of the country have taken the same examinations. A basis of comparison as to the relative merits of teachers, regardless of the community from which they come, is thus made possible. Those taking the tests in 1940 ranged from college seniors to teachers of a quarter-century or more of experience.

Each candidate was required to take the "common examinations" covering the fields of reasoning, English, general culture, contemporary affairs and professional information. In addition, optional subject field tests were offered in elementary school education, English literature, social studies, mathematics, biological sciences, physical sciences, Spanish, French, German and Latin.

Great pains were taken in the preparation of the tests to make them statistically valid.

Some extremely interesting and highly significant results were obtained, an evaluation of the 1940 candidates disclosed.

Sex differences were likewise marked. Men were found to be far superior in reasoning power, in the non-verbal tests and in handling abstractions. Yet women did much better than men in the languages, in English expression and in grammar. But men showed their strength in current social problems, history and contemporary affairs. And what is probably even more significant, men were way ahead of women in professional information and in general culture.

EX-HIGH SCHOOL PUPILS DEPLORE LACK OF TRAINING FOR JOBS

NEW YORK.—High school graduates and drop-outs, away from the classroom from two to five years, report that a lack of sufficient training in vocational skills has handicapped them in getting or holding jobs. They feel that the schools, to be more realistic, should provide some kind of skill that would net them a paying position upon graduation.

These conclusions were reached in a one-year study on the "Occupational Adjustment" of former high school students, conducted under the direction of the National Association of Secondary-School Principals. Financed by a $25,000 grant from the General Education Board, the study covered six school systems in the East. Edward Landy served as director.

It was found that 29 per cent of the unemployed youth felt that they lack sufficient vocational skills to procure and hold a job. At the same time, 20 per cent of the employed group believe that the school could have given them more training in the development of vocational skills to procure and hold a job. At the same time, 20 per cent of the employed group believe that the school could have given them more training in the development of vocational skills.

What the graduates desired, according to the report, was training in salesmanship, skilled trades and in the operation of office machinery. Oddly enough, 25 per cent of the youths said that English proved of greater importance to them than any other subject they had taken in high school.

"Interpreting the concept of occupational skills in a broad sense, it would seem desirable for the schools to pay considerable attention to the task of providing its school-leaving youth with at least initial job competence," Dr. Landy reported.

The most common occupation of boys was that of sales clerks, the next common that of semi-skilled operatives in manufacturing. But, taxi and truck drivers, attendants at filling stations and parking lots, shipping and receiving clerks and general office clerks were occupations frequently engaged in.

For the girls, semi-skilled operatives in textiles and jewelry manufacturing accounted for 20 per cent of all jobs held. Bookkeepers and secretaries amounted to 4 per cent each, while general office clerks accounted for 10 per cent and sales clerks for 12 per cent. Seven per cent of the girls were working as general maids.

Unpaid Teachers Strike in Two Schools

POTTSVILLE, PA.—The two public schools in near-by Reilly Township, attended by 400 pupils, were closed recently as a strike of eighteen teachers, unpaid since June, because the board has been unable to collect taxes on coal lands.

The teachers voted to withdraw their services after being informed by the State Department of Public Instruction that the Commonwealth had forwarded all funds to which the district is entitled.

John M. Cavanaugh, art instructor and spokesman for the group, said the teachers would return only when a satisfactory arrangement had been made for meeting their salaries.

Paid on a twelve-month basis, the teachers received their last pay for the month of June. Since then, many have gone on relief. One is working in a Pottsville store in his spare time. Two others have turned to working "bootleg" coal holes in their spare time.

U.S. Owned School Given To Japan

TOKYO.—The newspaper Hochi has reported Dr. C. S. Reifsnider and other United States professors and missionaries were transferring to the Japanese gratis St. Paul's University, valued at $14,000,000, St. Luke's Hospital, valued at $2,500,000 and Holy Trinity Church, valued at $100,000, all in Tokyo, giving up all American property rights.

Prof. Ikuzo Takyama, Dean of the Faculty, was promoted to the presidency of 66-year-old St. Paul's, replacing Dr. Reifsnider, the newspaper said. Hochi did not explain the reason for the transfers but observers recalled Japan's recently enacted religious law requires that schools, hospitals and social institutions be entirely in Japanese hands.

Audio-Visual Aids In Teaching Studied

ATLANTA, GA.—The use of motion pictures, radio, recordings, lantern slides, and other audio-visual educational aids in teaching Americanism was a principal topic at the fourth annual Southern Conference on Audio-Visual Education, held here recently.

The three-day program included an afternoon devoted to new educational motion pictures; several sessions in which talks, demonstrations, and film showings were intermingled; and an afternoon of specialized group forums in which educators met with technicians and experts for informal discussions of mutual problems. Interspersed throughout the meeting were showings of new Technicolor films designed to teach Americanism.

Will Publish Works Of History Students

AUSTIN, TEXAS.—Publication of a quarterly magazine to contain historical writings of Texas high school boys and girls will be undertaken by the State Historical Association.

The Junior Historian will receive editorial supervision at the association's University of Texas headquarters here, Bailey Carroll, the assistant executive secretary, said.

High school history clubs were admitted to the association as junior members last year, and already some 500 junior historians in twenty-five schools have been enrolled, Mr. Carroll said.

The aim of the association is to expand the junior movement to some 200 schools, following a meeting of the junior historians with the regular State Teachers Association in Fort Worth Thanksgiving, he added.

Boat Replaces Bus for Pupils

FLORENCE, ORE.—The children of one section of Douglas county, Ore., make their daily journey to school from rural districts in a boat instead of the usual school bus.

Boats are used almost entirely for transportation at Lake Tahkenitch, 13 miles south of Florence on the Oregon coast highway between the Siuslaw and Umpqua rivers. The lake has numerous long arms which make transportation along its shores difficult.

For five years, a boat has carried the school children of Kroll, a railroad town on the east side of the lake to the Ada road. They then walk two miles to the Five Mile School, district No. 98, in Douglas county.

Unique School In Spartanburg

SPARTANBURG, S.C. — Spartanburg County's adult continuation school, sponsored by the Hub City school system and offering 17 courses covering many subjects of vital interest, got under way here at the Cleveland junior high school in a big way with enrollment in all classes reaching capacity. The school is open to all persons over 16 years of age who are not receiving instruction from any other source at present.

Prof. Z. L. Madden, Principal of Cleveland junior high, who conceived, proposed, and is conducting the continuation school, has been appointed dean of the adult classes.

All courses are offered without charges of any kind, and all individuals in this county who are eligible are urged to attend.

Finances Balk College Hope

BOSTON. — Approximately 50 per cent of those whose education stops after high school desire further education but are prevented from obtaining it due to financial considerations, Warren C. Seyfert, director of field studies for the Massachusetts Youth Study, told the Massachusetts Civic League Forum.

At least a third of those who stop at high school were capable of college work, he said, and at least three-fourths of them were capable of some kind of further education. One of the major problems, he added, was supplying the educational demands of those who do not want to go to college but wish other further education.

N.A.M. Will Survey 800 Text Books

NEW YORK.—The National Association of Manufacturers revealed recently that it had undertaken a study of some 800 public school textbooks throughout the country, so that its members might move against any that are found prejudicial to our form of government, our society or to the system of free enterprise.

As to textbooks, the association announced that it "has engaged the services of Ralph W. Robey, Professor of Economics in Columbia University to abstract all textbooks in the field of history, civics, sociology and economics in general use in the public school systems of the country."

Free Tuition Asked for College

BOSTON.—A bill providing for free tuition at the Massachusetts State College was filed recently by Senator-elect P. Eugene Casey (D) of Milford in the office of the Clerk of the Senate.

Under the measure free tuition would be granted to persons who have lived in Massachusetts for the five years preceding their entering the college. At present the fees range from $75 to $100 a year.

Fourth of Nation Goes to School

WASHINGTON.—Basic in all that America is and hopes to be is its gigantic school system embracing nearly 125,000 distinct school districts, maintaining over 266,000 separate schools and colleges, giving training to infants of two and oldsters of 80, including in its roster of pupils and teachers a quarter of our entire population. Each September sees the annual return to full-time school activities.

Aside from special defense activities the normal procedures form a major part of national life in the War emergency. President Roosevelt, for this reason, issued during August the following warning and appeal: "We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must also have (natural) scientists, engineers, economists, and other people with specialized knowledge to plan and to build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education unless and until they are called, so that they will be well prepared for the greatest usefulness to their country."

Junior High School Conference

NEW YORK.—The Seventeenth Annual Junior-High-School Conference of New York University will be held here March 14 and 15.

The theme of this year's Conference will be: *The Junior High School and Total Defense.* The Conference will include a general program on Friday evening, March 14, and numerous panel sessions on Saturday morning.

CHINESE OFFICIALLY DROP PLAN TO LATINIZE THEIR LANGUAGE

CHUNGKING.—After long debate, the project of official Chinese support of a Latinization of the Chinese written language has been abandoned. The National Government Ministry of Education has decided that for both pedagogic and political reasons, the traditional Chinese character best serves Chinese purposes.

For a decade or more, Latinization has been promoted by a small group and a few years ago a monthly English language magazine (Communistic in sympathy) was started in Shanghai wherein all Chinese words were expressed in a new system particularly striking through its liberal employment of the letter "X," as "Xua" for the word usually written "Hwa."

Supporters of the movement point out that Chinese is estimated to have 23,265 monosyllabic characters, a staggering number for the best of memories. Latinization employs five new dipthongs, discards the letters h, q. and v, and uses the rest of the alphabet. It is declared by some to be superior to the Wade Romanization and other systems but it still cannot surmount the problem of differing pronunciations in the various dialects —an issue that does not arise when Chinese characters are used. The word "li," with different intonations, has 113 different characters each with a different meaning.

Those favoring retention of the old characters say that only 2,000 to 4,000 are actually in everyday use, and Dr. Y. C. James ("Jimmy") Yen has achieved wonders in educating illiterates to read with only 1,000 carefully-chosen characters. Books have been written and newspapers published with only the Yen thousand-character list, which can be mastered in a few weeks at the most.

Book Reviews

Home Safety

To be "safe and live at home" is not so simple as we are apt to suppose. In fact, statistics gathered by the National Safety Council show that the record of accidents in the home is only second to that of accidents on the highway. Some 35,000 persons are killed and 170,000 are permanently injured each year from mishaps in or about the house.

Hence the importance of such a text as "Home Safety" by Priscilla R. Marble.

To know how a thousand different accidents are caused is to learn a thousand different cautions.

Miss Marble's manual is vivid, well organized, and appears to anticipate all the more common dangers. Pictures are employed effectively.

Few matters studied by boys and girls in school yield higher benefits to the home itself than does the subject of "Home Safety."

HOME SAFETY. Priscilla R. Marble, Utica, N.Y.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

English for American Youth

Designed for non-academic pupils of junior high school level, "English for American Youth" seems to deal very practically with the needs of boys and girls whose formal education will stop short of college.

Placing emphasis upon oral rather than written expression, and upon letter writing more than themes, the authors have managed to interweave a great deal of sound advice about every-day living into the pattern of a textbook in English. In fact, the mastery of language principles and practices is constantly motivated by situations which parallel those of real life. Learning to speak well over the telephone and to get through an introduction without errors or embarrassment—these are problems put as challenges to the students of this attractive volume. The attention given to citizenship, manners and the choice of a life work is unusual in amount for a textbook in English. Yet the material in those fields does not appear dragged in but entirely relevant to the task of self-improvement.

This book provides exercises and guidance for a two-year course.

Not the least of the book's merits is its able treatment of reading—its numerous selections and its approaches to the problem of worthwhile reading in newspapers, magazines and current literature. Suggestions for evaluating motion-pictures and radio programs are included, in this comprehensive manual.

ENGLISH FOR AMERICAN YOUTH. Sarah Augusta Taintor, Theodore Roosevelt High School, New York City and Kate M. Monro, Haaren High School, New York City.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Science for the Elementary Teacher

Many a teacher in the elementary grades must have felt very strongly the need of such a guidebook as this new "Science for the Elementary School Teacher which Gerald S. Craig has so admirably written. The work supplies not only suggestions for presenting many interesting facts of science to primary and intermediate children at various levels, but also equips the teacher herself with the knowledge she requires before she can make things clear to anybody.

After an introductory section devoted to explaining the place and purpose of science in the curriculum of the lower schools, the volume proceeds with Parts 2, 3 and 4, dealing respectively with The Earth and the Universe, The Life and the Earth, and The Energy of the Universe. Definite courses of study are outlined. Indexing has been unusually detailed and liberal.

Obviously such a manual, if it is to prove of real service, must have been written by a person with a talent for clear and illuminating statement. This is an acid test which seems to this reviewer to have been uassed extremely well.

SCIENCE FOR THE ELEMENTARY-SCHOOL TEACHER. By Gerald S. Craig.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The Development of Education in the Twentieth Century

In the light of the steady stream of new books dealing with education and its problems one wonders as to the possibility of an author's producing a volume with a scope distinctively its own. This, however, is exactly what Professor Adolph E. Meyer of New York University has done in *The Development of Education in the Twentieth Century*. The work is well described by its title, and has an unusually wide scope. The first section deals with "Progressive Education" and contains discussions of such educators as John Dewey, Hughes Mearns, Francis W. Parker, Emile Jacques Dalcroze, Marietta Johnson, and Edward Yeoman. Among the significant educational experiments which are explained and appraised are The Little Red Schoolhouse, The Walden School, The Ecole des Roches, Wickersdorf and Odenwald School. The final pages of this section are devoted to a critical analysis of the progressive education movement.

Section II is entitled "Other Developments." As one would infer it has to do with "many, many things." An example is the treatment of the development of the psychological movement under which the author has summarized such influences as functionalism, behaviorism, Gestalt and psychoanalysis. The other main topics which are given a place in Section II are "Individualizing Education," "The Platoon School Movement," "Adult Education," "Modernizing the College," and "Education and International Relations." The third main division of the book is a comprehensive summary of the national systems of education of the chief nations of the world. Nowhere is there to be found a better summary of the use to which the Nazi leaders are putting the schools of Germany, in which every class from the kindergarten to the university is begun and ended with all standing at attention and saying "Heil Hitler."

Dr. Meyer has shown exceptional skill in dealing with many aspects of a tremendously big subject in an average-sized volume without giving the impression of scrappiness.

THE DEVELOPMENT OF EDUCATION IN THE TWENTIETH CENTURY. By Adolph E. Meyer.—New York: Prentice-Hall.

Shakespeare for Today

Five of the great dramatist's plays most frequently studied in high schools are here assembled under a plan of editing that brings out the essential values of these works, whether they be read for enjoyment, studied for comprehension, or given on the stage. The text has been, as the editors say, "arranged rather than abridged." Great pains have evidently been taken to sacrifice nothing of importance to understanding or continuity. A bit of discreet touching up of antiquated pronouns and other forms has been done, along with some needful punctuation. Notes are informal and clarifying. The plays included are: A Midsummer Night's Dream, As You Like It, Julius Caesar, Macbeth, and The Merchant of Venice.

The volume furnishes an attractive and auspicious setting for a sympathetic meeting between the Avon poet and young Americans of Today.

SHAKESPEARE FOR TODAY. By Leroy Phillips and Mary M. Crawford.—Yonkers on Hudson: World Book Company.

The Failing Student

"I failed half of that class," boasted the young instructor in caressing tones of self-approval as he told of the experiences of his first semester's teaching. He may have been entirely right in doing this, and it is at least equally possible that he was absolutely wrong. Failures in themselves prove little. In order to estimate their significance one must know of many background conditions. The whole subject of failures and their causes is worthy of the most careful study. The present volume is the result of such an investigation. It is essentially a report of a service study sponsored by four Michigan colleges (Albion, Central State Teachers, Michigan State and Olivet) to assist them in their efforts to reduce the amount of academic failure through modifications in their plans of guidance, administration and instruction. A careful study was made of 938 students on problems of background, finances, health, habits, skills, personal traits and social factors.

Although the book has the usual array of tables, graphs and tabulated summaries, it is much more than a dry-as-dust report. A number of the chapters are especially rich in illustrations based on individual cases. Most of the chapter on college experiences and studies consists of excerpts from the comments of students upon various phases of academic life.

The report naturally shows that the problems of the four co-operating colleges are not exactly the same. Those connected with other institutions will find that not all of the findings summarized will be applicable to the situations with which they have to do. On the other hand, most of the material in this volume has a direct bearing upon questions which must be daily faced by all educational administrators and teachers. Academic failure is a subject which cannot be studied too thoroughly. Educators who ignore it are neglecting one of the most far-reaching and highly significant problems having to do with the real support for which every educational institution exists.

THE FAILING STUDENT. By Kenneth L. Heaton and Vivian Weedon. Chicago: The University of Chicago Press.

Introductory Psychology for Students of Education

The writer of a text in the field of educational psychology has to step very carefully in order to avoid one or the other of two errors. He can make it a work in education with a minimum of psychology or one in psychology with scant attention to the educational implications. Naturally the ideal book in the field is one which is well-proportioned. And the degree of emphasis given to any phase of the study must be determined by the immediate purpose of the author, or authors. It is easy to apply this principle to this *Introductory Psychology for Students of Education.* It is an elementary text in psychology especially prepared for those students who expect to follow their work in this field with courses in education or educational psychology. The illustrations and applications which the authors have selected are all relevant to the school and the educational process.

The result is an admirable book. It is readable without being popular, in the worst sense of the word. Its outstanding merit is due to the skill with which the authors have applied the facts of psychology to the practical problems of life. For instance. Chapter XIV deals with "Fatigue, Sleep, Drugs." Under this general head we find discussions of "Attention Effects of Fatigue," "Fatigue and Accidents," "The Nature of Sleep," "Learning and Sleep," "Alcohol" and "Tobacco." Chapter XVII has to do with the far-reaching subject of "Individual Differences: Their Nature and Their Causes." In this connection there is, of course, considerable discussion of heredity and environment as determining factors. Other topics treated in this section are the roles of race and nationality, the intelligence of the child in relation to parental occupation and the differences of mental abilities due to sex. Mention should also be made here of the short but illuminating section dealing with the period of decline resulting from advancing years.

INTRODUCTORY PSYCHOLOGY FOR STUDENTS OF EDUCATION. By Edmund S. Conklin and Frank S. Freeman. New York: Henry Holt and Company.

Mathematics for Everyday Affairs

Compounded of arithmetic, algebra, geometry and right-angle trigonometry, "Mathematics for Everyday Affairs" provides familiarity with many socially useful problems and the means to solve them. The grade level is that of an early high school year. An attractive feature is the absence of the customary arithmetic review from the front of the book. In order to capitalize upon the pupil's zest for something new, the author has placed the inevitable review of arithmetic at the back of the book, where it can be drawn upon as the frequent diagnostic tests indicate the need.

Not mathematics as a toy but mathematics as a tool, for performing work of value—like checking the cost of current for your radio or refrigerator or electric flatiron makes up the subject matter of this text. It has been given an intriguing look, through skillful use of illustrations. Tests and exercises are abundant and so arranged as to keep any matter once learned from being forgotten. Care has also been taken to distinguish between simple and more difficult exercises. Although an entirely new book, it was tried out in a score of classrooms before taking final shape.

MATHEMATICS FOR EVERYDAY AFFAIRS. By Virgil S. Mallory.—Chicago, Boston: Benj. H. Sanborn & Co.

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

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Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

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Publishers of Song Books; Choral and Orchestral Music; Operettas

Photography For Schools

WILSON-WAY SCHOOL PHOTOGRAPHY
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Underwood Elliott Fisher Inc.
1 Park Avenue, New York, N. Y.

Grins Between Grinds

N. B.

Ben, aged fourteen, was reading "King Arthur" to Bud, aged seven.

"Ben," Bud asked, "what did those knights mean when they said, 'Wit you well'?"

After some thought Ben explained: "It was just an old-fashioned way of saying, 'I'm tellin' you.' "

* * *

ACTION AND REACTION

Mother: "Johnny, how is it that you have lower marks in January than in December?"

Johnny: "Oh, everything is marked down after the holidays."

A CHALLENGE

"Laugh that off" said the fat man's wife as she sewed his vest button on with wire.

* * *

UP ON THEM

Professor (during lecture): "Now you all know what a molecule is—"

Highbrow Student (interrupting): "Most of us do. But perhaps for the benefit of those who have never been up in one, you'd better explain."

* * *

NOT QUITE THERE

Having overslept himself on his wedding morn, the professor hastened to the station only to find that his train had gone.

Half-frantic, he rushed into the post office and sent off the following telegram:

"Delayed. Don't marry till I come."

* * *

LAVISH

A Scotsman, leaving his friend's house, where he had been paying a visit, held out a nickel and a dime, saying, "Now, Sandy, which one will ye hae?"

Young Sandy, being a cute, wee beggar, said: "Ach, Mr. M'Tavish, I was always taught no' to be greedy, so I'll hae the wee one."

M'Tavish, not to be outdone, replied: "Weel, Sandy, for being a good boy, and not being greedy, I'll gie the big one to ye."

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Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

The Editors Say . .

If you're attending the convention of the School Administrators in Atlantic City—or if you're not—we think you will wish to read President Carroll R. Reed's inspiring message regarding the convention theme; Superintendent A. S. Chenoweth's welcome to Atlantic City; and the summarized program—in this Pre-Convention Number.

▼

A special purpose of this issue is to stress the importance of BOOKS in the attainment of educational goals, an importance that is intensified in these momentous days. In this connection we give you our own views in a four-part editorial; and the views of Superintendent W. L. Connor of Allentown, Pennsylvania, in an article which attracted much attention when it first appeared in Pennsylvania School Journal last month. At several points in other articles will be found incidental references to the need for plenty of good instructional tools.

▼

Many of the textbook publishers have taken this occasion to announce their most timely titles—and these are only samples of the hundreds of effective school books offered by the educational publishers of the country.

▼

Month in and month out, we strive to produce for you an *interesting* magazine yet one that shall not be sensational or superficial. Education itself, being an interesting, human job, can only be successfully accomplished by interesting, human teachers. And surely such teachers are entitled to an interesting, human Journal of Education. In the pleasant task of creating such a magazine we enjoy the friendly cooperation of many other persons who view education somewhat as we do and are able and willing to write it up. We are getting an increased amount of this cooperation and we are truly grateful for it.